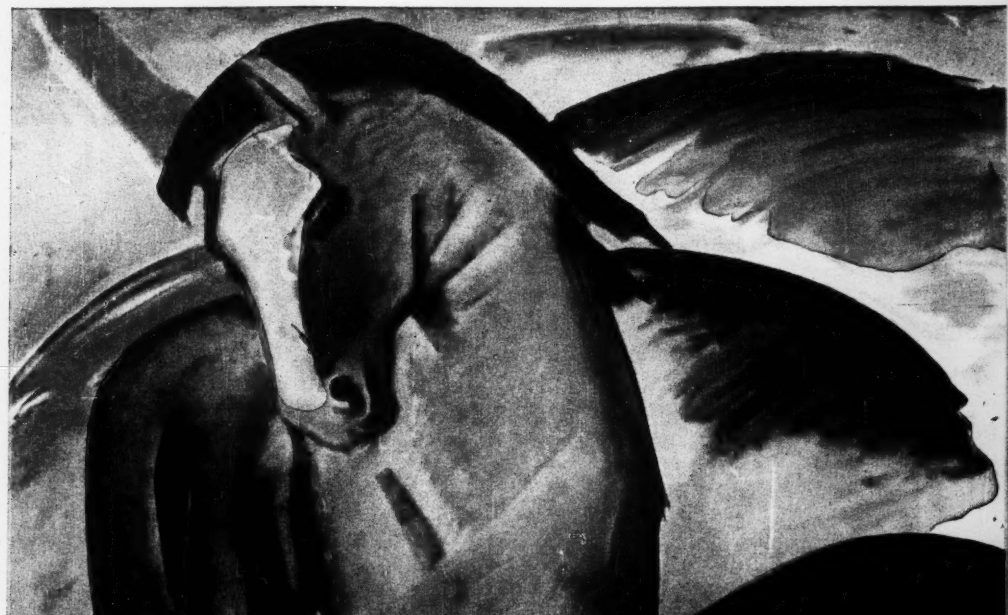
THE INSTRUCTOR

The Magazine the Best Teachers Use

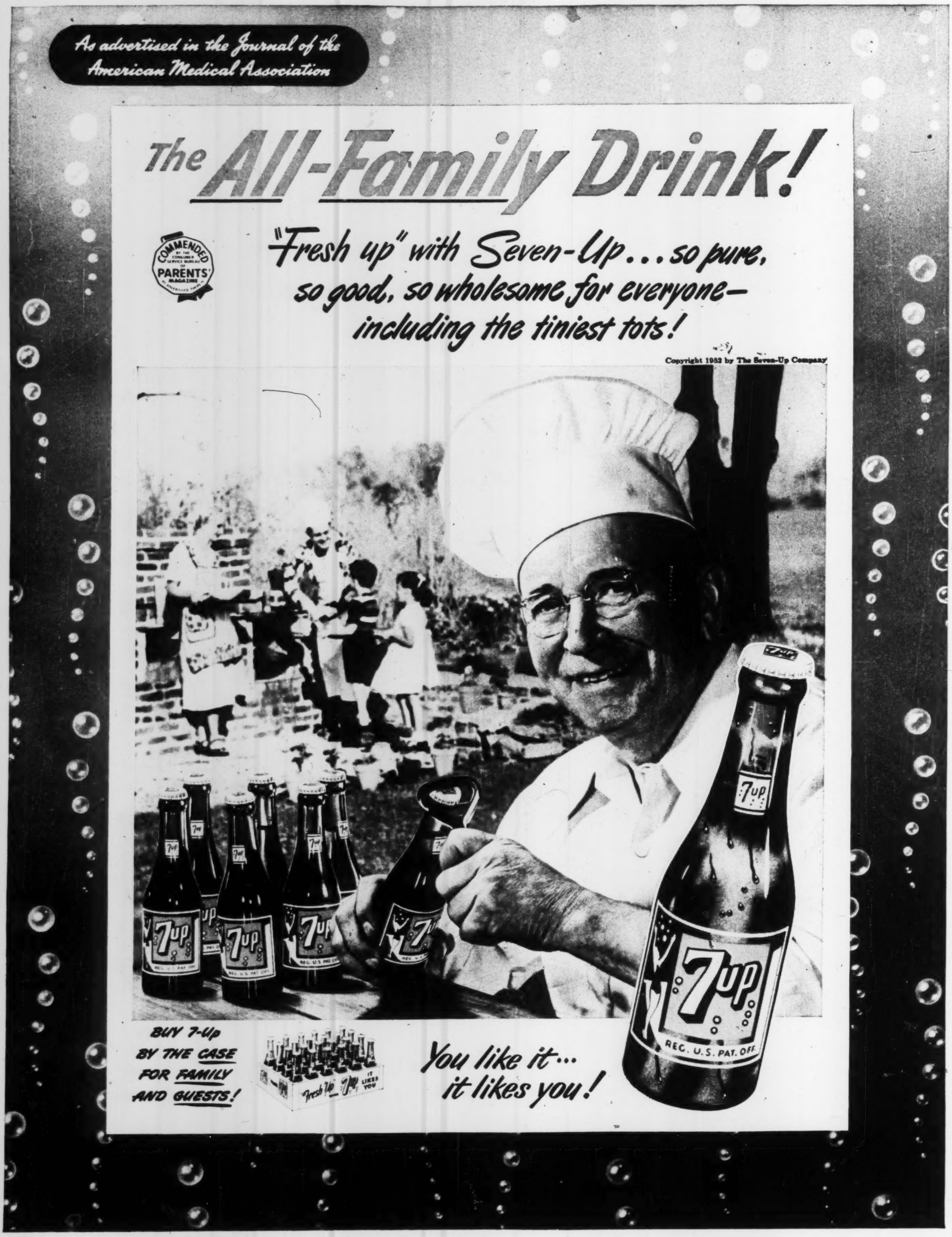
Greetings to the 40,000 New Elementary Teachers



The Blue Horse—Franz Marc

Copyright by Franz Hanfstaengl, Munich, Vested in the U.S. Attorney General

$4.00 a Year
50 Cents a Copy
September 1952



As advertised in the Journal of the American Medical Association

The *All-Family* Drink!

"Fresh up" with Seven-Up . . . so pure, so good, so wholesome for everyone—including the tiniest tots!

COMMENDED BY THE CONSUMER SERVICE BUREAU OF PARENTS' MAGAZINE AS ADVERTISED THEREIN

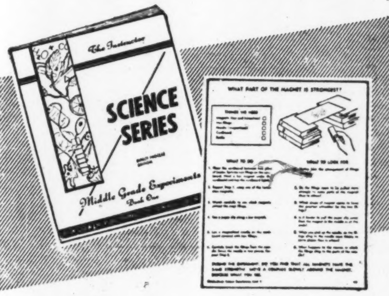
Copyright 1952 by The Seven-Up Company

BUY 7-Up BY THE CASE FOR FAMILY AND GUESTS!

You like it . . . it likes you!

7up
REG. U.S. PAT. OFF.
Fresh Up
7up
IT LIKES YOU

BRAND-NEW....for you!



The Instructor Science Series

MIDDLE GRADE EXPERIMENTS

These new books, written by one of America's leading young educators, are outstanding teaching tools for instruction in elementary science. The organization of the science material follows that recommended by the Federal Office of Education and meets the curriculum requirements of most states.

The books are organized on an experiment basis, with each problem set up as the title of a page, then the materials, directions, observations, and conclusions. The children conduct the experiment on a given subject. Tests are provided at the end of each section to make sure that the science facts, relationships, and concepts have been learned. No expensive equipment is necessary. Materials needed can be assembled at little or no cost, for everyday occurrences are emphasized. Each book contains 24 pages. Both are printed in two styles for hectograph and liquid-process duplicators.

Book I is devoted to experiments on plants, animals, atmosphere, soil, and the solar system.

Book II takes up air, magnets, electricity, and machines.

For Liquid-Process Duplicator..each book **$2.00**
For Hectograph Duplicator......each book **$1.25**

MOTHER GOOSE RHYMES

The Instructor

MOTHER GOOSE RHYMES

for Kindergarten and Primary Grades

This is one of the most delightful groups of charts ever presented for classroom use. Prepared by a former elementary art supervisor, each set contains 20 pictures illustrating well-known nursery rhymes, such as Bo Peep, Old King Cole, Jack and Jill, Mother Hubbard, Boy Blue, and others.

Especially designed for kindergarten and primary grades, these charts are ideal for bulletin-board or table display. The rhymes are printed in large type, similar to manuscript writing, for easy reading by the children. They will make excellent reading experiences. Stock in five pastel colors is used for the ten sheets, which are printed on both sides and enclosed **in a** gay pink folder.

Set $1.50

Pictorial Stories of GREAT EVENTS
MAN-MADE WONDERS
Pictorial Stories of GREAT LEADERS

The Instructor "America-at-Work" Series

Pictorial Stories of

MAN-MADE WONDERS

This set of charts meets the demand for supplementary social-studies and history material with ten cartoon-type charts of the famous Man-Made Wonders of America. Included are The Washington Monument, The Statue of Liberty, The Panama Canal, The Mount Rushmore Memorial, and others equally famous. Additional historical material is given on the back of each chart. Questions for discussion and further research also are included.

Each chart has been vocabulary-tested for intermediate-grade children. With the increased emphasis on Americanism, these charts are especially appropriate. They are printed on large-size (10" x 13") sheets of glossy white paper and are enclosed in a durable portfolio.

Set $1.50

Pictorial Stories of GREAT LEADERS

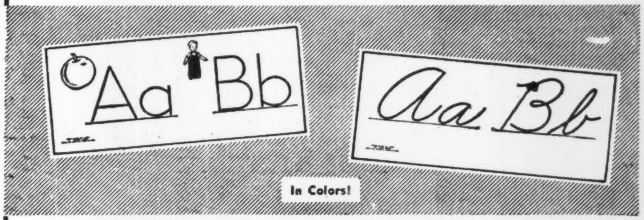
To teach the American Heritage—ten cartoon-type charts showing, in vivid, unforgettable pictures, the accomplishments of great American leaders. Supplementary text, questions, and suggestions for the teacher are included. Large-size charts (10" x 13").

Set $1.50

Pictorial Stories of GREAT EVENTS

Ten cartoon-type charts, each presenting graphically and dramatically the complete story of a great event in American history. Supplementary text and questions appear on the reverse side of the charts, and suggestions for the teacher are given on the portfolio.

Set $1.50



The Instructor

PICTURE - ALPHABET WRITING CHARTS

Unlike any others now available, these two modern teaching aids answer the requests of many teachers. The cards in these sets, printed in black on five pastel colors, will brighten up the dullest walls. The cards have good visibility and will be seen plainly from every part of the classroom.

Set I. Manuscript Cards for Primary Grades. These cards feature pictures of common objects, the name of each beginning with a different letter. The form of the letters has been carefully checked to make them ideal for beginning writers. They use only the straight line and the circle curve. The relative size of capitals and small letters is in keeping with practice approved in modern curriculums.

Set II. Cursive Writing Cards for Intermediate and Upper Grades. These cards are based on a modern system of penmanship that incorporates the newest ideas about cursive writing. In classrooms where children and teachers have found burdensome the exacting demands of older systems, they will welcome this easy method. The letters are free from time-consuming flourishes and endings—especially the B, I, and S. The F and T are made with one stroke and the W has only one stopping point instead of the usual three. The entire alphabet is planned to give maximum ease and legibility in writing.

Each Set of Charts **$1.25**

USE THIS HANDY ORDER COUPON TODAY

F. A. OWEN PUBLISHING CO., Dansville, N.Y.
Please send me at once the following Teaching Aids:

Middle Grade Experiments
for Hectograph ....**ea. 1.25**
☐ Book I ☐ Book II
for Liquid-Process ....**ea. 2.00**
☐ Book I ☐ Book II
☐ **Mother Goose Rhymes**.........**$1.50**

Pictorial Stories ....**ea. $1.50**
☐ Man-Made Wonders
☐ Great Events
☐ Great Leaders
Picture-Alphabet Writing Charts ea. 1.25
☐ Set I ☐ Set II

Total amount of this order $....................
☐ Enclosed is $....................., payment in full. IN952
☐ Bill me payable in 30 days. (Minimum credit order $4.00)
Name ....
St. or R.D...
P. O. & Zone .... State.....................

THE INSTRUCTOR

VOLUME LXII • SEPTEMBER 1952 • NUMBER I

EDITOR
Mary E. Owen

PRODUCTION EDITOR Margaret L. Mason

ASSISTANT EDITORS
William D. Conklin—*Travel*
Ruth Birdsall Louise Englehardt Rosemary Sahrle

EDITORIAL ASSISTANTS
Betty J. Noble Marian F. Owen

STAFF ARTIST James Palmer

EDITORIAL ADVISORY BOARD

Genevieve Bowen
Elementary Supervisor and Curriculum Director, Bucks County, Pennsylvania

Prudence Cutright
Department of Education, Macalester College, St. Paul, Minnesota

Helen Heffernan
Chief, State Division of Elementary Education and Rural Schools, Sacramento, California

Annie M. McCowen
Professor of Elementary Education, Colorado State College of Education, Greeley, Colorado

Grace E. Storm
Department of Education, University of Chicago, Chicago, Illinois

YOUR COUNSELORS

Arithmetic—Foster E. Grossnickle
Professor of Mathematics, State Teachers College, Jersey City, New Jersey

Art and Handwork—Jessie Todd
Instructor in Art, Laboratory School, University of Chicago, Chicago, Illinois

Audio-Visual Aids—F. Dean McClusky
Professor of Education, University of California, Los Angeles

Child Development—Paul L. Hill
Director of Educational Counsel, Public Schools, Winnetka, Illinois

Language—Louise Oakley
Supervisor of Elementary Education, Public Schools, Union City, Tennessee

Music—Laura Bryant
Teacher of Singing, Ithaca, New York

Reading—Nila Banton Smith
Director, Reading Institute, New York University

Science—Glenn O. Blough
Specialist in Elementary Science, U.S. Office of Education

Social Studies—Hannah M. Lindahl
Supervisor of Elementary Education, Public Schools, Mishawaka, Indiana

Coming Next Month

For Fire Prevention Week—a Lesson Plan with demonstration experiments, a Factual Story, a Picture Page, and Handwork

Two new-idea **Columbus** Plays

Stories, Plays, and Handwork for **Halloween**

An Indian Project, including a Story, Songs and Dances, and correlated Handwork

A Picture Story of a Pencil, and a Cartoon Page on **Rockets**

A Primary Unit—**"Ways Our Families Make Our Living"**

Published monthly except July and August by
F. A. OWEN PUBLISHING COMPANY
Instructor Park, Dansville, N.Y., U.S.A.

INSTRUCTOR EDUCATIONAL SERVICE, Dansville, N.Y. Elizabeth F. Noon, *Director.*

ADVERTISING OFFICES: *Chicago Office*, 75 East Wacker Drive, Chicago 1, R. C. Gilboy, Vice-President in charge of Advertising; *New York Office*, 9 Rockefeller Plaza, New York 20, John R. Fritts, Eastern Advertising Manager; *Pacific Coast Representatives*, Simpson-Reilly Ltd., Suite 814, Central Tower, 703 Market St., San Francisco 3, Halliburton Building, Los Angeles 17. Member Audit Bureau of Circulations.

SUBSCRIPTION PRICE, in United States and possessions, Canada (U.S. currency), Cuba, Mexico, Panama, Dominican Republic, Haiti, Spain, Central and South America, except Guiana, $4.00 a year. In other countries $4.75 a year. A request for change of address must reach us by the 25th of the second month preceding the month's issue with which it is to take effect (25th day of September for the November issue, etc.). Give both old and new addresses. Address all communications to THE INSTRUCTOR, Dansville, N.Y.

Entered as second-class matter at Post Office, Dansville, N.Y., under act of March 3, 1879.
Copyright, 1952, by F. A. Owen Publishing Company. All rights reserved.

Your Workshop for This Month

ARTICLES, UNITS, AND SEATWORK

Before Children Read—Article .... Bess Rogers Clement 7
Make Easy Flash Cards—Seatwork 22
Informal Statistics Are Fun—Article .... Doris Singleton 23
My Third-Graders Study Horses—Unit .... Mildred Russell Blackman 24
Moths and Butterflies—Unit .... Alta M. Gunn 40
A Temple Festival—Unit .... Ruth Hall 42
Take Science Out of the Corner—Article .... Dorothy Golub 45
The Field Trip—Article .... Beatrice Ford Parker 59
How Can I Recognize Science Opportunities in My Classroom?—Article .... Glenn O. Blough 62
Old King Coal and New King Coal—Article .... Arthur S. Roberts 63
A B C's for Teachers—Article .... John T. Mockett 84
What Would You Have Done?—Article .... Ida Mills Wilhelm 86
An Informal Room Tea for Mothers—Article .... Helen C. Waterbury 90
Eighth-Graders' Problems—Article .... Eugenia Zeitlin 93
Miniature Floats—Article .... Beatrice Lentz Shrout 96
Games for September—Article 100–104
A Boy Learns to Read—Article .... Barbara W. Weldon 105
Snake Traps—Article .... Dorothy J. Newbury 108
Fun Time—Article .... Maude Linstrom Frandsen 109
Autumn Leaves—Unit .... Avis Stephenson 110–111
To the Beginning Teacher—Article .... Isabelle Marentz 112–113
Improving Oral Communication—Article .... Ann Dubbe 113
Reading Willingness—Article .... John E. Pattist 114

AUDIO-VISUAL AIDS

Films You Can Show in Your School—Reviews .... Irwin A. Eckhauser 10
Filmstrips to Use in the Classroom—Reviews .... Irene F. Cypher 11
Frontispiece 19
September Calendar—Crickets .... Virginia Smith Dryer 41
Jet Propulsion—Full-Page Cartoon 43
The Cover Picture .... Harriet Garrels 55
New Records .... Elva S. Daniels 55
How Bicycles Are Made—Picture Story 88–89
They Learned Traffic Safety—Color Pictures 91
Do You Know These Wild Animals?—Color Pictures 92

FOR TEACHERS OF SPECIAL GROUPS

The Kindergarten Child
A Day in the Kindergarten .... Emma Golden 44
Finders Keepers—Story .... Ruth Anne Korey 44
Patty Cake, Patty Cake—Song .... Marion W. Gatts 44
The Slow-Learning Child
The First Two Weeks in Your Special Class .... Helen Clark 50
A First Lesson in Original Composition .... Ruth Grande 50
Fast-Learning Children
Fast Learners Need Special Attention, Too .... Elizabeth Matthews 98
The Fast Learner in Arithmetic Class .... Wanda I. Rector 99
Specially for Rural Teachers
One, Two, Three—Get Ready! .... Ruth M. Lyon 66

HANDWORK

A Color Chart with Lots of Possibilities .... Virginia Dickinson 25
Straight-Line Designs on Cloth .... Lucile Rosencrans 26
Creative Pictures .... June Ryan 27
Creative Designs with Tempera Paint .... Lucile Rosencrans 28
Sipping Straw Construction .... Lillian Omundson 29
Crayon Portraits .... Pauline Roberts 30
Third-Graders Go A-Sketching .... Gertrude Christopherson 31
Learning to Model Things Solid .... Jessie Todd 32

STORIES, SONGS, AND VERSE

Kindergarten and Primary Stories
Poor Paul Pingle .... Dorothy Dill Mason 33
The Wonderful Birthday Present .... Rita Puttcamp 33
Gilbert the Goldfish .... Wyn Alford 35
Larry Joins the Rhythm Band .... Esther Freshman 35
Stories for Middle Grades
The Failure .... Frances B. Kerridge 36
"We're Partners" .... Ila Funderburgh 36
Upper-Grade Stories
Jerry Jackson, Badminton Player .... Jean Starkel Shirley 39
Boris the Bull .... Isabel Williams 39
Factual Stories for Primary and Middle Grades
Little Charlie Cricket .... Luther F. Addington 58
Strange Fishermen .... Beth M. Applegate 58
Songs
A Singing Song .... Ilo Orleans and Philip Gordon 34
Sweet Betsy from Pike .... Elva S. Daniels 37
Poems for This Month 38

DRAMATICS

Creative Dramatics—Article .... Ruth Birdsall 46
A Joke on the Wolf—Play .... Claribel Spamer 47
Phil Visits in Iran—Play .... Lulu Leigh Pickett 48
The Professor's Magic Telescope—Play .... William Alderisio 49
Our Bill of Rights—Choral Reading .... Ann Ella Alexander 94–95

EDITORIAL COMMENT

Talking It Over—Friendly Chats with the Editor 4
The Instructor for 1951–52 6
John Dewey, Father of Modern Education, 1859–1952—Article 8
Instructor Publishers Choose New President 13
Identification Tags?—Guest Editorial .... Emily Kimbrough 21

REGULAR FEATURES

From the Case Records of Our School Psychologist 14
Club Exchange 15
Books for Children—Reviews .... Christine Gilbert 16
Books for Teachers—Reviews .... Ruth M. Northway 17
Fifty Years Ago in the Normal Instructor 21
Girls and Boys Section—Four Pages of Things to Make or Do 51–54
Your Counselor Service 62
Teachers' Help-One-Another Club 64
September Day by Day .... Esma Hackett 65
Notes for Canadian Readers .... John Pepper 68
New for You—Things You Can Buy 115
First Class Mail—Letters to the Editor 116
Special Events, 8 . . . . Let's Laugh, 9 . . . .
Contributors, Take Note! 12 . . . . Our Coupon Section, 110–116

Need Money? TEACHERS Can Borrow $50 to $600 by mail.

No One to See! No Cosigners Needed!

PAY DOCTOR BILLS

PAY OLD DEBTS

PAY INSURANCE

JUST RUSH APPLICATION AND NOTE BELOW FOR AMOUNT YOU NEED

Here is a confidential loan service for teachers who need money to further their education, to pay pressing bills and protect credit ratings. The cash is here for you now for any purpose. Just sign the short application and note below and mail it to us. Your request will receive immediate attention!

Now 4 REASONS WHY MORE AND MORE TEACHERS ARE USING THIS LOAN SERVICE

1 Teacher loans are made on signature only—no co-signers, no endorsers. No mortgages on car, furniture or personal property. School board, friends, merchants, will not know you are applying for a loan.

2 Convenient monthly installments pay loan out of future earnings. Payments budgeted to fit your income. Entire loan can be repaid at any time and you pay only for the time you use the money—no longer!

3 No principal during summer vacation. If your salary stops during the summer vacation, payments on principal stop also. This is an extra service of special value to teachers offered by First Loan Company.

4 The loan is made by mail, from the privacy of your own home. You see no agents or credit managers—only you and we know about it. We guarantee strict privacy.

Yes, no matter where you live or teach, whether you are married or single, find out today how you may solve your money problem by mail. Today, this minute, fill out and mail the short Application and Note below. That's all you have to do. We'll speed the cash on its way to you as soon as they are approved. We guarantee satisfaction always. Our fifty year old organization is licensed and supervised by the Nebraska Banking Department. You can deal with us in complete confidence at Nebraska's fair interest rate. Select the amount you need from the chart below, then rush Application and Note.

CHOOSE THE PLAN THAT FITS YOUR BUDGET

	Cash Loan You Get	12 Payments	15 Payments	18 Payments	20 Payments
SELECT AMOUNT YOU WANT TO BORROW	$100	$10.07	$ 8.40	$ 7.29	$ 6.75
	200	20.09	16.75	14.53	13.43
	300	29.94	24.93	21.60	19.95
	400	39.39	32.70	28.26	26.05
	600	57.54	47.50	40.82	37.48

Interest is figured at 3% per month on loans up to $150. If the loan is over $150 interest is figured at 3% per month on the first $150 and 2½% per month on that part over $150 and not in excess of $300 and ¾ of 1% per month on any remainder of such unpaid principal balance. These rates are in accordance with the Nebraska law.

Old Reliable Company, Over 50 Years of Service.

FIRST LOAN COMPANY
410 KILPATRICK BLDG.
OMAHA 2, NEBRASKA

FILL OUT AND MAIL

FOR $50 to $600 - CUT OUT AND MAIL *TODAY!*

To First Loan Company, Dept. P–133
410 Kilpatrick Bldg., Omaha 2, Nebraska

Please accept my application for a loan. It is understood that after the loan is made I can return the money to you within 10 days and there will be no charge or cost whatsoever.

Amount you want to borrow (include present balance, if any) $................ On what date of month will your payment BE IN OUR OFFICE?......

Age............... Amount earned per month.................................. Number of months you receive salary..........................

Name and address of school you teach..

How long with present employer........................ Previous employment..

Husband or wife's employment.. Salary per month $...............

To whom are payments on auto made? (Name)..Town.........................

Bank you deal with (Name)..Town.........................

Amount you owe bank? $........................ Monthly payments? $..........................

What security on bank loan?..

List below OTHER Loan or Finance company (or person) you NOW owe on a loan:

$.................... to (Name)..(Add.)..........................

Pay rent or real estate payment to? (Name)..Town.........................

Purpose of loan ....

The following are all the debts that I have:

Full Amount I Still Owe	Paying Per Mo.	To Whom Owing	Address
$................	$............	....	....
$................	$............	....	....
$................	$............	....	....

FILE INFORMATION ONLY — Please list below relative information for our confidential files

Name of Relative...(Relationship)........................
Street............................ Town............................ State.............. Occup...............

Name of Relative...(Relationship)........................
Street............................ Town............................ State.............. Occup...............

Name of Relative...(Relationship)........................
Street............................ Town............................ State.............. Occup...............

Name of Relative...(Relationship)........................
Street............................ Town............................ State.............. Occup...............

The above statements are made for the purpose of securing a loan. I agree that if any loan be completed, the U.S. Mail shall be regarded as my agent.

Sign Full Name Here ______________________________ Street Address..

Town.. County.. State...............

NOTE	Amt. of loan	1st pmt. due date	Final pmt. due date	Prin. and Int. pmt. in .... Mo. pmts.	Mo. pmt. (except final) $	Final pmt. equal in any case to the unpaid principal and int.	Omaha, Nebraska Date ....

Agreed rate of interest: 3% per month on that part of the unpaid principal balance not exceeding $150 and 2½% per month on that part over $150 and not in excess of $300 and ¾ of 1% per month on any remainder of such unpaid principal balance; computed on the basis of the number of days actually elapsed, a month being any period of 30 consecutive days.

In Consideration of a loan made by FIRST LOAN CO. at its office in Omaha, Nebraska, in the principal amount above stated, the undersigned promise to pay to said company at its above office said principal amount together with interest at the above rate until fully paid.

Payment of principal and interest shall be made in consecutive monthly payments as above indicated beginning on the stated due date for the first payment and continuing on the same day of each succeeding month to and including the stated due date for the final payment.

Default in the payment of any instalment of the principal or charges, or either, shall at payee's option, without notice, render the then unpaid balance due and payable.

It is agreed that the validity and construction of this note shall be determined under and by virtue of the laws of the State of Nebraska.

This note and any evidence of security accompanying it are subject to acceptance by the payee at its office located as shown above. It is understood that if the loan is not approved, this note and any evidence of security accompanying it will be promptly returned to the undersigned.

NO PRINCIPAL PAYMENTS REQUIRED DURING MONTHS IN WHICH TEACHING SALARY IS NOT RECEIVED.

PERSONAL SIGNATURES REQUIRED

____

____

(If married, both husband and wife must PERSONALLY sign)

RETURN THIS FORM PROMPTLY TO AVOID DELAY IN COMPLETING YOUR LOAN

Start the school year RIGHT!

"Start your school year right by getting all of the helps you can. Today's large classes make it imperative that you take all possible steps to lighten your teaching load. You'll find, in the Beckley-Cardy Teachers' Catalog, hundreds of suggestions of value to you." Becky Carr

Reading Readiness Cards

For Primary and First Grade

A new approach to reading—designed by Elizabeth Thompson. Pupils' progress is rapid due to large, clear pictures and words of familiar objects. Cards provide essential foundation reading practice regardless of the basic reading program used. Lesson plans simple and easy. Three sets of colorful stiff cards 8" x 10".

No. 1 LOOK—Detailing likeness and difference. 30 cards $1.00
No. 2 HEAR—Words that sound alike and what they mean. 42 cards 1.40
No. 3 TELL—Telling stories, ideas of sequence, action, 19 cards 1.00
Plus Postage

Set of all 3 —-LOOK - HEAR - TELL for $3.06 postpaid.

Graded Workbooks

Carefully planned and graded to provide ready help in many subjects. Cleverly illustrated. Three popular subjects for all elementary grades are:

ARITHMETIC—The Number Tree Books

A most popular series of number workbooks. Makes arithmetic foundation easy and interesting. Clever illustrated exercises. 64 pages to each of the 4 books.

Under the Number Tree—Grade 1-Pt. 1 .... 36c
In the Number Tree—Grade 1-Pt. 2 .... 36c
Around the Number Tree—Grade 2-Pt. 1 .... 40c
Over the Number Tree—Grade 2-Pt. 2 .... 40c

READING—My Workbook in Reading

Six illustrated text-activity books. 2 parts each for grades 1, 2, & 3. Carefully graded progressive vocabulary.
Grade 1—Pts. 1 & 2; Grade 2—Pts. 1 & 2;
Grade 3—Pts. 1 & 2 .... Each 44c

PHONICS

Building Words. Ear and eye training of basic sounds. 64 pps. .... Each 40c

Phonic Fun. Series of two books for grades 1 and 2.
Bk. 1—96 pps. .... 52c Bk. 2—72 pps. 48c

UNDER · THE · NUMBER · TREE
MY WORK BOOK in READING
PHONIC FUN

Picture Posters to Color

PICTURE POSTERS TO COLOR
COMMUNITY WORKERS
BECKLEY-CARDY COMPANY

Attractive illustrations on heavy water color or crayon paper—8½" x 10"—to be colored according to directions or imagination. 12 different pictures to each set.

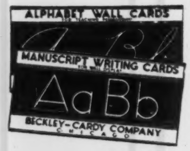
No. 525 Health Rules
No. 526 Safety First
No. 527 Good Conduct
No. 532 Celebration Days
No. 533 Foreign Children
No. 534 Community Workers
No. 535 Fruits
No. 536 Flowers
No. 537 Farm Animals
No. 538 Birds
No. 539 Wild Animals
No. 540 Airplanes
No. 541 Zoo Birds

Per set—12 pictures—35c Plus Postage

Alphabet Wall Cards

Serve as a constant guide to good writing. Printed on 14 heavy cards—8¼" x 17"—capitals and small letters. White on litegreen or black background to match chalkboard. Script or manuscript. Make attractive border. Can be read all over the room.

No. 85CG—Litegreen Script
No. 85MG—Litegreen Manuscript
No. 85C—Black Script
No. 85M—Black Manuscript
Price per set .... $1.00 Plus Postage



If you haven't our new 88 Page Teachers' Buying Guide—send for one today. A postal card or the coupon on Page 111 will bring it. Just say you want Catalog A53.

Beckley-Cardy Co.
1634 INDIANA AVE. - CHICAGO 16, ILL.

Talking It Over—

Friendly Chats with the Editor

THE new cartoon series that begins with Jet Propulsion (page 43) is the fulfillment of a plan more than a year old. We knew that you wanted a science series based on the exciting activities children read about but, could we do it accurately and yet simply?

Like all good producers, we needed a technical advisor. We found him in the person of Dr. Henry Gould of Brockport State Teachers College. He viewed our efforts and then one by one reprocessed them from the scientific viewpoint. We liked what he did, and his conferences with us were fun. Finally, when he left for his summer home in New Hampshire, the responsibility for the ten cartoons was transferred to Margaret Mason's careful planning and Skip Palmer's drawing board.

Here's reason to celebrate—In the 1941 survey conducted by the NEA, 55 per cent of the districts sampled reported that white teachers were paid more than Negro teachers doing the same assignments, but in the 1951 survey the figure had dropped to 9 per cent. This is one of the nicest gains we've heard of in many a year. Long before 1961 that figure should be reduced to zero.

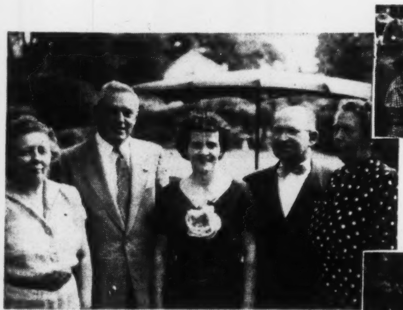
If you're interested in reading this survey, which also gives information relative to sick leaves, payments for summer work, outside paid activities, and many other topics, send to the NEA for Research Bulletin, April 1952. The price is $.50.

My cousin, Dorothy Gilboy, who is an active school mother in Wilmette, Illinois, showed me a form letter her P.T.A. sent to parents requesting them to write to two sponsors of television shows protesting the quality of the programs. Directions were very specific, and in addition, the letter had an appeal that would really make parents want to write the letters. We wish we knew how many letters were written and what the effect was. We heartily applaud the method and recommend it to you for use in your school. This is the American way of protest and it is an effective one if everyone gets behind it with a united effort.

On Saturday afternoon, July 12, about three hundred persons gathered on my lawn for a garden reception in honor of our new president and his wife, Stanley and Muriel Copeland. It was a hot day but there was a delightful breeze. As people moved under the elms or chatted by the refreshment tables or under the umbrella where we received the guests, there was a spirit of friendliness that made us all proud of our company.

That same good spirit had gone into the preparation, too. It was my own Editorial Department that really made the garden tea possible. Editors and secretaries alike took turns ladling the punch and dispensing the cookies and fancy sandwiches that had been concocted the night before. Even the editorial wastebaskets did their stint, for, adorned with pink crepe-paper skirts, they modestly received the used paper plates and cups. All in all—it was a huge success!

Mary E. Owen

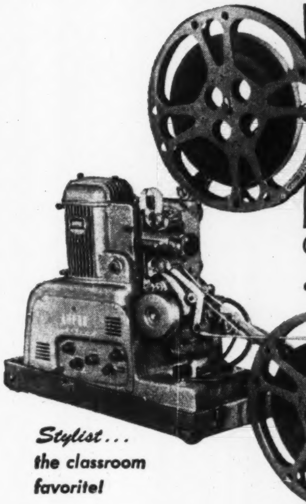


The receiving line, left to right: Mary Owen, Stanley and Muriel Copeland, and John and Pearl Ouderkirk

Two views of our garden party

All Three Agree...

"AMPRO PROJECTORS ARE BEST FOR ALL SCHOOL USES!"


Stylist... the classroom favorite!

① TEACHERS SAY:
"The Stylist is a dream to carry . . . weighs only 29 lbs. complete."

② SUPERINTENDENTS SAY:
"We find the Stylist most economical . . . both in first cost and upkeep."

③ STUDENTS SAY:
"Stylist pictures and sound are swell . . . just like 'movie house' pictures."

World's Lightest 16mm Quality Projector Is Easiest to Thread and Operate, too!

At first comparison, you'll readily see why teachers, superintendents and students agree that the Ampro Stylist is the practical school projector for the money.

Low first cost, thrifty and trouble-free in upkeep, easiest on film . . . these are reasons why the Stylist "goes over big" with school boards. Teachers like the Stylist's 29 lb. portability, simple operation and hour-long reel runs. Students appreciate the Stylist's theatre quality pictures, realistic sound and whisper quiet motor.

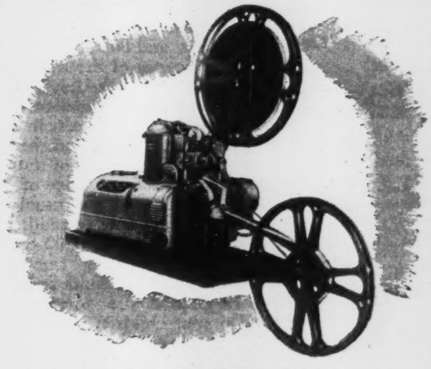
See and hear this big difference in projectors and prove these claims to yourself. The Ampro Stylist comes complete with 8" speaker and carrying case at . . .

Stylist
16mm ***SOUND PROJECTOR***
$399.00
COMPLETE

MAIL COUPON TODAY!

Ampro Corporation In. 9-52
2835 N. Western Ave., Chicago 18, Illinois
Rush FREE literature on amazing Ampro Stylist Projector and the new Premier-30 for larger auditoriums.

Name.......................................
Address.......................................
City.......................*Zone*......*State*..................



New AMPRO PREMIER, 30 Projector Serves Needs of Large Auditoriums!

Here is the ideal projector for large assembly needs! The remarkable Ampro Premier-30 actually test-proved to give 30% greater illumination—gives pictures not only brighter, but restful to the eyes. Other quality features include new Dyna-Tone sound and hush-quiet Micro Mesh gears. If your needs are for a "large auditorium" projector, you'll find a Premier-30 demonstration well worth your time.

$549.00
COMPLETE

AMPRO CORPORATION

2835 No. Western Avenue., Chicago 18, Ill.
(General Precision Equip. Corp. Subsidiary)
8mm Cameras and Projectors • 16mm Sound on film
Slide Projectors • Tape Recorders

HECTOGRAPH UNITS

Printed in Duplicating Ink

		Grade		Price
☐	ABC Pre-Primer	(1)		$2.00
☐	Seatwork for Beginners	(1)		1.00
☐	Reading for Beginners	(1)		1.00
☐	Reading Readiness	(1)		1.50
☐	Number Readiness	(1)		1.50
☐	King Size Alphabet	(1)		1.25
☐	Mother Goose Book	(1)		1.00
☐	Pre-Primer Reading	(1)		1.50
☐	Circus ☐ Farm Friends	(1)	(Each)	.60
☐	First Number Book	(1-2)		1.00
☐	Community Personalities	(1-2)		1.00
☐	Three Bears ☐ Circus	(1-2)	(Each)	1.25
☐	Nursery Rhymes	(1-2)		1.50
☐	Picture Dictionary	(1-2)		1.25
☐	ABC for Me	(1-2)		1.25
☐	Phonics and Reading	(1-2)		1.50
☐	Farm Activity Unit	(1-2)		1.25
☐	Health, Safety & Manners	(1-4)		.50
☐	Fun with Phonics I	(1-2)		2.00
☐	Fun with Phonics II	(2-3)		2.00
☐	Phonics 1A and 1B	(1)		1.50
☐	Phonics 2A and 2B	(2)		1.50
☐	Phonics 3A and 3B	(3)		1.50
☐	Holidays of the Year	(2-3)		2.00
☐	Eskimo ☐ Indian	(2-4)	(Each)	1.50
☐	China ☐ Holland	(3-4)	(Each)	1.50
☐	Mexico ☐ Animals	(3-4)	(Each)	1.50
☐	Science ☐ Community	(3-4)	(Each)	1.50
☐	Holidays and Heroes	(3-4)		1.25
☐	Magic Keys to Phonics	(3-5)		1.50
☐	Science Studies	(3-6)		1.25
☐	Birds We Should Know	(All)		1.00
☐	Our Bird Neighbors	(All)		1.50
☐	First Music Book	(All)		1.50
☐	Second Music Book	(All)		1.50
☐	Music Charts and Drills	(All)		1.50
☐	Birds ☐ Flowers	(All)	(Each)	2.00
☐	Schoolroom Decorations	(All)		1.00
☐	Art Aids for the Classroom	(All)		1.00
☐	More Art Aids	(All)		1.00
☐	Room Decorations	(All)		1.50
☐	New Room Decorations	(All)		1.50
☐	Art Decorations	(All)		1.00
☐	Holiday Decorations	(All)		1.00
☐	Hectograph and Craft Book	(All)		1.50
☐	Craft Work	(All)		1.00
☐	Activities in Handcraft	(All)		1.00
☐	Seasonal Decorations	(All)		1.00
☐	Outline Maps	(4-8)		.50
☐	Geography of the U.S.A.	(4-8)		1.50
☐	Products of the U.S.	(4-8)		1.50
☐	Wings over the U.S.	(4-8)		1.50
☐	South America	(4-8)		1.50
☐	Pioneer Days ☐ Trees	(4-8)	(Each)	1.50
☐	Geography of Europe	(4-8)		1.50
☐	Practical English Book I	(7-12)		1.50
☐	Practical English Book II	(8-12)		1.50

Circle Choice of Grade on Following

☐	Workbook in Reading 1—2—3—4	(Each)	2.00
☐	Workbook in Arithmetic 1—2—3—4	(Each)	2.00
☐	Language Drills 2—3—4—5—6—7—8	(Each)	2.00
☐	Diagnostic Reading 1—2—3—4—5—6	(Each)	1.35
☐	Arithmetic (First Half) 1—2—3—4—5—6—7—8	(Each)	2.00
☐	Arithmetic (Second Half) 1—2—3—4—5—6—7—8	(Each)	2.00

DIRECT PROCESS BOOKS

(For Liquid or Spirit Duplicators)

☐	Seatwork for Beginners	(1)	3.00
☐	Reading for Beginners	(1)	3.00
☐	First Number Book	(1)	3.00
☐	Art Decorations	(All)	1.50
☐	Holiday Projects	(All)	1.50
☐	Schoolroom Decorations	(All)	2.00
☐	Birds We Should Know	(All)	1.50
☐	Book of Maps	(4-8)	2.00
☐	South America	(5-8)	3.00

FLASH CARDS

☐	**Alphabet**	**$1.25**
☐	**Phonics**	**2.00**
☐	**Music**	**1.50**
☐	**Music Borders**	**1.00**
☐	**Addition**	**$1.25**
☐	**Subtraction**	**1.25**
☐	**Multiplication**	**1.25**
☐	**Division**	**1.25**
☐	**Fraction-Percentage**	**$1.25**

GAMES and CHARTS

☐	Phonic Lingo I (Gr. 1-2)	$1.75
☐	Phonic Lingo II (Gr. 3-5)	2.00
☐	Phonic Dog House Game	1.50
☐	Phonic Movie-Gram	2.00
☐	Phonic Teaching Outfit	1.90
☐	Phonic Talking Letters	1.00
☐	Reading-Bingo	1.25
☐	Musical Bingo	1.25
☐	Special Phonetic Cards	3.50
☐	Addition and Subtraction Bingo	1.25
☐	Multiplication & Division Bingo	1.25
☐	Addition & Subtraction Quismo	2.00
☐	Multiplication & Division Quismo	2.00
☐	Bulletin Board Charts (Circle Choice) Grade 1—2—3—4—5—6—7—8 (Each)	1.00

(Estimate Postage at 10c for each Book and 15c per Set for Flash Cards or Games)

SCHOOL SERVICE COMPANY
4524 West Pico Blvd.
Los Angeles 19, Calif.

☐ Send Items Checked Above ☐ Enclose .... Payment and Postage. ☐ Send Single Hectograph $3.50. ☐ Send Double Hectograph $8.00.

Name ....

Address ....

☐ I enclose 25c. Please send new 1952 booklet "TOOLS OF TEACHING," a graded, illustrated Catalog of Hectograph and Spirit Workbooks, Posters, Music, Rhythm Band Instruments & other Teaching Aids.

THE INSTRUCTOR for 1952-53

As the September issue goes, so goes The Instructor year! We hope you'll like the new items we're introducing, and that the types of material they represent will continue to be useful throughout the succeeding months. Some of your old favorites are dressed in new styles and have been streamlined for easier use.

Since we are sure that you are planning to encourage more creative dramatics this year, we've begun a new feature (page 46) dealing with that fascinating subject. In addition, ways to use the plays in each issue will be discussed.

The picture story about bicycles, on pages 88-89, is our first in a proposed year-long series featuring products that children use in everyday life. Put the pages on the bulletin board and let them do your teaching for you.

Your Counselor Service has a new approach. You will receive answers by mail as usual, but none will appear in the magazine. Instead there'll be a feature article by a different counselor in every issue.

We want to introduce our two new counselors. Louise Oakley, Supervisor of Elementary Education, Union City, Tennessee, will answer your questions on the language arts, and Nila Banton Smith, who is Director of the Reading Institute at New York University, will share her broad experience with those who seek her help in teaching reading. You'll find their pictures, as well as those of the other seven counselors, on page 62.

In addition to our usual eight stories, we are now presenting regularly a page of "Factual Stories." Some children prefer "true" stories to fiction and all like their learning to be clothed in a story dress.

Do your children get a kick out of folk songs? You'll find a singable number in practically every issue of the magazine this school year. "Sweet Betsy from Pike" (page 37) is this month's choice.

"Jet Propulsion" (page 43) is the first in a series of ten full-page cartoons, each of which will feature a scientific achievement of current interest. This is a successor to the popular cartoon series of the last three years. Next month the topic will be Rockets. Other subjects planned for this year include: Atomic Energy, Plastics, Photoelectric Cell, Television, Diesels, Rådar, Sonar, and Nylon.

Games and recreational activities are a good antidote for tensions that children build up. On pages 100-104 are nine columns devoted to games suitable for fall. There'll be more during the year.

Day by Day is complete on one page this year, but there will be inspiring ideas by Esma Hackett for every school day as before.

All these ideas and suggestions were gleaned from your letters. Now send us some more, telling us how we've done!

for happy experiences in . . .

reading
listening
talking
writing

We can spell and write, too.
Watch us grow in reading.

THE NEW BASIC READERS and THE BASIC LANGUAGE PROGRAM
(We Talk, Spell, and Write)

CURRICULUM FOUNDATION SERIES

FREE ON REQUEST:

16-page full-color booklet of sample lessons on oral and written language, handwriting, and spelling, an integrated program for Grades 1 and 2. Ask for #250.

SCOTT, FORESMAN AND COMPANY

Chicago 11
Atlanta 3
Dallas 1
San Francisco 5
New York 10

for RETARDED READERS

...SLOW LEARNERS

HIGH interest level books for LOW ability readers

THE AMERICAN ADVENTURE SERIES

THE ONLY GRADED BASIC CORRECTIVE READING SERIES

General Manual for entire series
- *to identify "starting reading levels"*
- *to organize corrective reading groups*

Teacher's Guide Books for each title
- *to guide skill development*
- *to capitalize on an interest approach*

Edited by EMMETT A. BETTS, Director of the Reading Clinic, Department of Psychology, Temple University

Send for free information concerning these high interest level books for low ability readers.

WHEELER PUBLISHING COMPANY
2831 South Parkway • Chicago 16, Ill. • Dept. 103

Before Children Read

Bess Rogers Clement

THIRTY-FIVE individuals are seated in front of you. The physical, mental, and social development of no two exactly correspond. You mean something different to each of them, too. Some interpret your job as that of a substitute mother; others feel that you are an impediment to their freedom and happiness. How will you unite them in a common purpose?

Bridging the Gap

Language, alone, is not the best medium for convincing five- and six-year-olds. Do's and don't's just shackle them. You need an implement for socialization which will appeal to child nature. That tool is play. Play provides a sort of "social cement" which binds the activities of home and school together.

In numerous communities, the weather in September will still be exceedingly warm. This means that games should call for moderate physical exertion. Children need to run, jump, skip, and hop, but not to the point of exhaustion.

If there is a park near by or shade on the playground, take the group outdoors to play Imitation, a game which transfers the attention of the individual from himself to something or someone else.

The Game

For equipment, you will need pictures of cats, dogs, roosters, grasshoppers, crickets, butterflies. You may add pictures of toys, transportation vehicles, and other subjects. The children can help collect them. Paste the pictures on cards and make a file of them.

Let three or more children volunteer to start the game. Show them a picture and ask them to dramatize it so the others in the class can guess what the picture is about. When the action has been correctly guessed, the picture is shown to the group. Continue playing Imitation until interest lags.

Encourage conversation, which enables the child to overcome self-consciousness and loneliness.

Old Favorites

Follow your first game with one or two old favorites like Looby-Lou, Follow the Leader, Flying Dutchman, or Tag. Children do not tire of repeating enjoyable experiences. Let them tell, if they will, how to play each game. There is virtue in leading children to respect their contributions at game time as well as in encouraging other school activities.

Children like to draw pictures of themselves. First drawings may have only heads, arms, and legs. Later they may add fingers, hair, and feet. If permitted to work at the blackboard, perhaps they will draw what they have been playing. A suggestion here and there about John's or Tom's picture will encourage discussion.

To develop imagination, the teacher might draw a cat on the blackboard, describing it as she makes each part. "You remember how the cat has a round head, a little like the soft ball which we bounce. . . These are the ears. . . He has a big round body like our biggest rubber ball. . . His long tail curls up like half a ball. . . What color eyes has a cat? We can make our cat's eyes green. . . Now I'll make his mouth, . . and add whiskers. What are they for?"

Give the pupils paper and paints or crayons (or chalk for the blackboard) to draw pictures. Praise every drawing. Remember even one mark means that the child is getting confidence in his own ability. In art, more than in any other medium of expression, the child grows daily if he develops confidence in his effort. There is no standard norm for an individual to reach. He just needs to rival his own last best effort. There is no such thing as dissipating time with art in the first grade.

Early experience with literature may take the form of an introduction to short verses illustrated by good artists. Children get a feeling toward literature through eyes, ears, and touch. Let them hold the books and look at the pictures and feel the pages. Select a poem as "The Three Little Kittens" and show the pictures as you read.

Encourage the children to talk about their pets, and record their contributions on the blackboard: Tom's cat drinks milk. Mary's cat says, "Miaow." Sue's cat scratches. Joe's cat sleeps. From these comments you can make a chart to use when actual reading begins.

Simple songs appeal to young children. After listening to music for a while, let each child dramatize or express in words what the music has meant.

Summary

1. You have used play as your socializing experience.
2. You have incorporated the psychological principle which accepts physical activity.
3. You have taken the child where he is in knowledge, skill, and attainments, and expanded his interests so that he reaches out into various channels of experience.
4. His vocabulary has been increased; his body rhythm has been developed, unhampered by self-consciousness; he has increased his ability to participate and share.
5. You have laid the cornerstone for his reading by giving him things to play with and think about.

MAKE SURE OF HIGH ACHIEVEMENT with McCORMICK-MATHERS BOOKS

Language Roundup

New Individual Corrective Exercises for Elementary English

We Spell and Write

Building Reading Skills

Teacher's Guidebook

boy oy

Each book in the LANGUAGE ROUNDUP series is a complete, well-rounded year's program. Oral and written expression is integrated with correct usage and those phases of grammar appropriate to each grade level. (Grades 3-6)

The NEW INDIVIDUAL CORRECTIVE EXERCISES stress sentence structure and the development of sentence sense in conjunction with purposeful practice activities. They are ideal as supplementary programs for use with adopted texts. (Grades 2-6)

In the WE SPELL AND WRITE series eye, ear, thought, lip, and hand spelling are presented. This multiple approach to learning to spell develops good study habits that insure mastery and retention.

The BUILDING READING SKILLS series is designed to build essential skills which will be permanently useful in developing the ability to read with power and understanding. This phonetic approach to reading provides systematic application of many types of learning activities that enable pupils to acquire independence in word recognition and confidence in reading. (Levels 1-6)

Growing Up with Arithmetic

It Is Fun to Write

Puzzle Pages

Puzzle Fun

The GROWING UP WITH ARITHMETIC series emphasizes problem solving so that students will associate the meaning with the actual computation enabling them to understand what they learn and to automatically interpret it in their everyday living. (Grades 1-8)

IT IS FUN TO WRITE is a definite program that provides fascinating pre-writing games and purposeful exercises that not only develop necessary muscular coordination, but also create interest and stimulate imagination. (Grade 1)

PUZZLE PAGES provide a systematic program that insures the pupil's development of word analysis, reading skills, number concepts, creative ability, and muscular coordination. Through the mastery of phonetic elements pupils gain confidence in attacking words independently and develop power and speed in reading. (Grades 1 and 2)

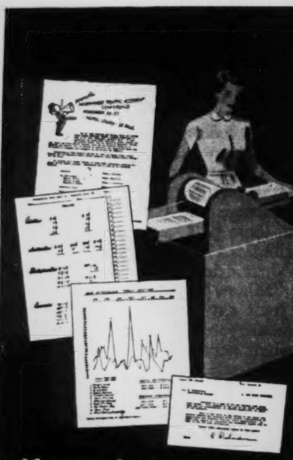
PUZZLE FUN is a reading readiness program that provides delightful pictures and simple exercises planned to give children the understanding, attitudes, and simple skills they need for school work at the beginner's level. (Kindergarten or Grade 1)

Write for Descriptive Price Catalog No. 53

The McCormick-Mathers Publishing Company

Box 2212
Wichita, Kansas

59 East Spring Street
Columbus, Ohio



if you have a Spirit Duplicator—

—and want more clear copies

—sharp, easy-to-read copies in quantities you hadn't thought practical—in your choice of five brilliant colors—purple, red, green, blue and black—

—with clean hands

—clean hands because a new metallic surface-coating plus edge-seal virtually imprisons the carbon to protect hands and clothing—

—then you want CLEEN-SEAL.

CLEEN-SEAL master sets and spirit carbons are new. They have a new protective coating that seals in the carbon yet it is released completely and evenly by the lightest touch. Mail the coupon below for FREE samples and a catalog of all supplies for spirit duplicators.

A·B·DICK
THE FIRST NAME IN DUPLICATING

A. B. DICK COMPANY, Dept. *IR-952-S
5700 Touhy Ave., Chicago 31, Ill.

I'd like FREE samples of A. B. Dick CLEEN-SEAL master sets and your catalog of supplies for spirit duplicators.

NAME________________

POSITION________________

SCHOOL________________

MAKE OF DUPLICATOR________________

ADDRESS________________

CITY__________STATE______

FREE IMPRINT SAMPLES

YOU TOO CAN MAKE $50 IN YOUR SPARE TIME

Sell your friends and fellow workers WELCOME CHRISTMAS CARDS, 21 for $1 and 50 for $1.25 with name on. Your profit to 100%. Write for selling plan and samples on approval NOW. Cost nothing to try. Other money makers.

WELCOME CARD CO.
368 Plane St., Dept. 41, Newark, N. J.

John Dewey

Father of Modern Education

1859 - 1952

On June 1, 1952, the life of John Dewey, father of modern education, came to a close. Probably all of us studied his philosophy in a college course on education, but its practical application in our classrooms is the real test of his contribution to American education.

On the philosophical level, many of Dewey's teachings still provoke sharp controversy, but these discussions can be left to the college classroom for the moment. The real measure of his work is that millions of children attend child-centered schools where they now work with their teacher (instead of under her) to solve everyday problems. This is modern education—and it is also the practical realization of John Dewey's philosophy.

For sixty-five years John Dewey worked at the arduous task of acquainting the world with his philosophy. He was a shy man and never prone to heated controversies, but he lectured, argued, and discussed, and gradually the theories he expounded were realized as actualities of everyday experience.

In his quiet way he was a fighter, ready to come to the defense of any cause he thought right. Worthwhile projects for social betterment attracted his attention and he gave them almost feverish support. Hull House in Chicago, which long crusaded for opportunities for the underprivileged, was one of his special interests.

After finishing his graduate study at Johns Hopkins, he taught first at the University of Michigan and later at the University of Chicago. But his real educational home was Teachers College at Columbia University, where he spent many years.

Millions of people became adherents of his philosophy—Sunday-school teachers, social workers, judges, as well as teachers and parents. Often they were not consciously adopting his principles, but the Dewey influence was at work just the same.

Although he was ill for many months before his death, his mind was active and he was busy with his writing in his Manhattan apartment. At ninety-two he died with his house in order—many problems of education were still unsolved, but a rising generation had new techniques for meeting them—truly the finest memorial possible to a great educator. —E.F.N.

Special Events

Sept. 1—Labor Day

Sept. 14—"Star-Spangled Banner," written by Francis Scott Key, 1814.

Sept. 17—Constitution Day Constitution of the U.S. completed, 1787.

Sept. 22—First day of fall

For basal reading

High Roads

a new fourth reader

With the 4th grader in mind, the authors of the McKee Reading Series have built an outstanding reader to follow the excellent reading program established for the Primary Grades.

THE McKEE READING SERIES

McKee Harrison McCowen Lehr

For basal arithmetic

Experimenting With Numbers Beginner's Course
Discovering Arithmetic Course One, First Grade

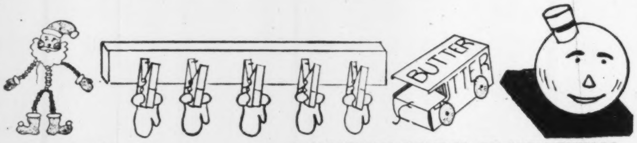
Through actual measuring of colorful blocks and cubes fitted into attractive boxes, and the genuine discovery of what takes place, children gain a basic understanding of the workings of the number system.

STRUCTURAL ARITHMETIC

Catherine Stern

HOUGHTON MIFFLIN COMPANY

Boston 7 New York 16 Chicago 16 Dallas 1 Atlanta 3 San Francisco 5



PACK-O-FUN A MONTHLY SOURCE OF NEW THINGS FOR CHILDREN TO DO

PACK-O-FUN will bring you practical, tested, and timely ideas to help you plan your classroom handwork projects each month of the school year. Every activity has been tried by children to see that it is suitable for small hands, and each so completely illustrated and simply written that children 5 yrs.-10 yrs. can work by themselves during your busy moments.

Scraps and simple materials readily available are used for most activities—nothing costly to buy.

A director of children's activities in one of the larger library systems says that Pack-O-Fun "has a real 'homey' and fun-like quality which invites its use."

Think of it! Toys, gifts, pastimes, games (indoor and out), puzzles, favors, decorations, recipes, and more ideas come to you fresh every month for *less than 1c an idea* in this exciting publication.

10 *Months of Handcraft Projects for Teachers and Pupils* ONLY $1.25

PACK-O-FUN brings you instructions for things to do like these:

GIFTS TO MAKE
Clothespin Basket
Raffia Vases
Raffia Coasters
Raffia Napkin Rings
Match Folder Cover
Garden Tool Kit
Wishing Well Flower Pot
Pocket Emery Boards
Paper Plate Crumber
Collar Stay Holder
Letter Rack or Napkin Holder

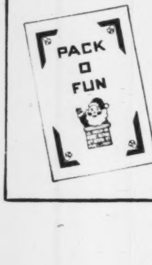
OTHER THINGS TO MAKE
Crepe Paper Raffia
Bed Rest
Bed Bag
Coal Garden
Canteen
Jacob's Ladder
Chinese Temple
Model Building Hints
Coat Hanger Fan

PARTY GAMES AND IDEAS
Invitations
Word Game
Pin the Heart
Rolling Paper Plates
Baseball Spelling Bee
Umbrella Table Party Favor
Game of "Smell"
Game of "Touch"

TOYS TO MAKE
Soap Boat
Shoe Tree Telegraph Set
Kite
Doll House Corner Cabinet
Windmill
Spool Tractor
Flip-Flop Toy
Wiggly Cootie

IDEAS FOR HOLIDAYS
Valentines
Egg Candle for Easter
Easter Egg Decorations
May Basket
Mother's Day Card
Mother's Day Gift Ideas
Father's Day Gift Ideas

RAINY DAY FUN
Ink Blots
Seedlings
Potato Block Printing
Metal Tapping
Secret Code
Ring the Nose
Stacking Toothpicks
Tossing Cards
Making Designs



Full School Year Service — September-June only $1.25
Pack-O-Fun, Box 185, Park Ridge, Illinois
☐ Send Me Pack-O-Fun for 10 Months Beginning with September 1952 Issue. I Am Enclosing $1.25.
NAME ……………………………………
ADDRESS ……………………………………

Let's Laugh

The bright remarks that children make are a source of pleasure to all of us. Do you know an amusing one? Send it to us, and if it is published, we will pay you one dollar. All items should be typed or written in ink, one item to a sheet. Your name and address should appear on each sheet. Be sure to use your own first name. Mail all items to: Let's Laugh Department, THE INSTRUCTOR, *Dansville, N.Y. Contributions for this column cannot be acknowledged nor can they be returned if we are unable to use them. However, items not heard from in six months may be considered rejected.*

When my neighbor's four-year-old grandson came for a visit, she took her precious knicknacks up stairs for fear he might break them.

One morning young Dickie was continually getting into things. His grandmother exclaimed, "Dickie, you're getting on my nerves."

"Why don't you put them upstairs, Grandma?" he inquired.

R. MILLER
Lansing, Michigan

The third grade was learning the letters of the alphabet.

"What comes after T?" the teacher asked.

"V," Ella quickly replied.

VELDA BLUMHAGEN
Burnside, Iowa

Like many children our young son has only glimpses of his father on weekdays, but on week ends they are inseparable.

When he awoke one morning and asked what day it was, I told him and then I asked, "Do you know what day comes after Friday?"

He replied, "Daddy day!"

MILDRED VORDENBAUM
San Antonio, Texas

On a special occasion I had worn to school a nylon dress with a taffeta slip under it. Sometime later, six-year-old Johnny begged, "Tomorrow please wear the dress that whispers."

AMY KING
Grand Junction, Colorado

When six-year-old Raymond was requested to read next to the last line on a page in his reading book, he inquired, "You mean on top of the bottom."

ANNA G. FITMAN
Worcester, Massachusetts

While the children in my one-room rural school were having an art session, the conversation turned to the subject of playing hooky. All agreed that it would be fun except the lone first-grader.

"What about you, Chuckie?" asked one of the older children.

"I don't know— how do you play it?" Chuckie replied.

LORRAINE DAVENPORT
Kalispell, Montana

I was visiting a friend who has a young daughter. The child asked me to draw a picture for her. I began to draw a girl, but I had started too close to the bottom of the paper and there was no space to draw the legs.

Janet said, "Draw the legs and feet."

"There isn't room enough," I replied.

"Well, push her up," she said.

A. M. PIERSON
Los Angeles, California

In health class, my seven-year-old niece, Marilyn, learned the articles which should be on a first-aid shelf.

One day when her mother was cleaning the medicine cabinet, little Marilyn was helping. Suddenly she exclaimed, "Oh, Mummy! Why do you have that gauze on the third-aid shelf instead of the first-aid shelf?"

MARTHA G. KEARNS
Spencerville, Ontario, Canada

Little Anne had never been on a train trip before. As they rode across the country, her mother told her to watch outside and see all the interesting sights. Anne kept calling her mother's attention to trees, cows, and scenic places.

Suddenly, the train entered a tunnel. Before Anne's mother had a chance to explain, Anne said, "Oh, Mother, something happened. There's no more outside."

ERNE MEWHINNEY
Whitestone, New York

New EBFilms Catalog Supplement Lists 122 Additional Releases

Send for Your FREE COPY Today!

Encyclopaedia Britannica Films
CATALOG SUPPLEMENT

Every educator will want this catalog of 122 new EBFilms to use as a guide and a working tool. This new supplement, used together with your EBFilm Catalog, will help you plan your most successful audio-visual year.

Each of these films listed is educationally superior . . . is timely . . . yet timeless.

All EBFilms bear the stamp of the outstanding authorities who help produce them—the great leaders in educational films, in subject matter and in audio-visual production.

The result is a library of more than 550 of the world's most authentic films—the only library large enough to bring you not just a single film on a subject, but a series of films. Thus with EBFilms you can be sure of a far more precise correlation with your curriculum. This ensures better teaching.

NEW CATALOG SUPPLEMENT ALSO LISTS EBF FILMSTRIPS, RECORDINGS

EBF FILMSTRIPS

EBF Filmstrips contain only basic curriculum material—chosen after exhaustive, continuing research, organized by EBFilms' professional staff of educators. Leading subject matter specialists collaborate closely on the production of every EBF Filmstrip . . . assuring teaching tools that are authentic, accurate, absorbing.

RECORDINGS

Every school, every teacher, every student can benefit from this valuable collection of American folks songs, English poets, speech improvement stories, tuneful tales, and dance rhythms. These records are typical of EBFilms' desire to promote new teaching materials for the classroom.

ENCYCLOPAEDIA BRITANNICA FILMS INC.
WILMETTE, ILLINOIS
New York • Hollywood • Boston • Atlanta • Dallas
Birmingham, Mich. • Portland, Ore. • Willoughby, Ohio

Encyclopaedia Britannica Films Inc.
Dept. A, 1150 Wilmette Avenue, Wilmette, Illinois

Gentlemen: Please send me, free of charge, the new '52-'53 Catalog *Supplement*, listing 122 new releases of Encyclopaedia Britannica Films.
In case you do not have the 1951-52 regular catalog please check here ☐

Name________________ Title________
School________________________
City__________ Zone____ State______

Let A *New* Southern Beauty MAKE MONEY For You!
Show charming new SOUTHERN Christmas Cards. 21-Card $1 **Southern Beauty** Assortment sells itself. You make $50 on 100 boxes! Other fast-sellers. Write **now** for money-making samples on approval.
No Experience Needed!
SOUTHERN GREETING CARD CO.
216 So. Pauline St., Dept. M-40, Memphis 4, Tenn.

Primary Teachers

Here's Help in Art for YOU!

4 BIG PACKETS OF ART ACTIVITY MATERIAL FOR GRADES K - 1 - 2 - 3

This year why not enjoy your art teaching by using the Clark Art Service? You will save lots of time besides. Send for these brand new art packets, consisting of *actual size* art suggestions on 8½" x 11" heavy paper in bold outline. Use these art guides as they are or as basic ideas for developing original drawings.

8 Months' New Material in 4 Big Packets, Only $3.00

SEPT. **OCT.**	**NOV.** **DEC.**	**JAN.** **FEB.**	**MARCH** **APRIL**

THESE PLANS INCLUDE *materials for seasons and holidays—autumn, winter, spring, summer, patriotism, Halloween, Thanksgiving, Christmas, Easter and many, many others.*

Each packet contains 12 sheets of new, interesting, practical classroom art material that will save many times its cost to you in time and effort. Whether you are a new teacher or one with years of experience, these packets will make art teaching easier for you. Avoid failures by obtaining successful results with this new material never offered before.

Saves Time--Makes Art Teaching Easier

8 MONTHS, September through April **$3.00**

2 MONTHS, Opening Day Special, Sept., Oct., only **$1.25**

Write to Elsa Louise Clark, 928 West Roosevelt Rd., Wheaton, Ill.

MAIL THIS ORDER BLANK TODAY

ELSA L. CLARK, 928 W. Roosevelt Road, Wheaton, Ill.

☐ Please send me your Primary Art Service, September through April. I enclose $3.00.
☐ Send me your art plans for Sept.-Oct. I will send you $3.00 by Oct. 10 and when you receive payment continue to mail me the balance of your service through April.
☐ Please send me your Opening Day Special Sept.-Oct. Introductory Art Packet. I enclose $1.25. (Reserve right to send additional $1.75 for Year's service.)

Name..

Address...

Phonics We Use
A
Lyons and Carnahan
Phonics We Use
B
Lyons and Carnahan
Phonics We Use
C
Lyons and Carnahan
Phonics We Use
D
Lyons and Carnahan
Phonics We Use
E
Lyons and Carnahan

The most widely used phonics program in today's schools

PHONICS WE USE

Meighen — Pratt — Halvorsen

A Complete Program

LYONS AND CARNAHAN

2500 Prairie Ave., Chicago 16, Ill. 225 So. Main St., Wilkes-Barre, Pa.

FILMS You Can Show in Your School

Recommended by

IRWIN A. ECKHAUSER

Curriculum Consultant,
Washington School,
Mount Vernon, New York

CREATIVE HANDS, SERIES NO. 1—5½ min. each; 16 mm. sound; color; sale or rental. International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4; produced in 1950.

Now that September is here again, teachers will want to start their children with interesting and happy activities. These four short art films are a good beginning. *Paper Sculpture* shows children the techniques of making a circus, hats, and other objects. *Finger Painting* gives directions for making unusual patterns with paint applied by hand. Children may experiment and creatively express their own emotions. *Model Houses* teaches the building of paper-model churches, a pioneer village, a hotel, and so on. The demonstrations of each step are simple and clear. *Design to Music* shows interpretations of music moods with colors. Children are shown as they draw to music.

These art films are of value in the middle- and upper-elementary grades. Each shows "how to do it" but leaves the imagination free; each demonstrates skills and pastimes; each stresses creativeness.

INTRODUCTION TO FRACTIONS—11 min.; black and white; sale or rental. Johnson Hunt Production available from Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28; produced in 1951.

One finds good arithmetic films infrequently. This film uses three-dimensional animation, which is a different presentation technique.

The film gives the definitions of *numerator* and *denominator*. Improper fractions and mixed numbers are briefly introduced to clarify the concept of a fraction. Several simple problems in determining the value of a fractional part are introduced. By means of three-dimensional animation, the children obtain a visualization of the true meaning of fractions. This arithmetic film is designed for use as a review, and is suitable for the upper-elementary grades.

MOTHER DUCK'S SURPRISE—1 reel; rental. Young America Films, Inc., 18 E. 41st St., New York 17; produced in 1952.

This is a delightful fairy story that children love. Seven-year-old Susan is reading her favorite book about ducks when the fairy godmother happens along. She tells Susan a story about some real ducks that lived in a great big yard with plenty of space for doing all the things ducks like to do. One day, Mother Duck could not be found. Father Duck became worried, as worried as could be. The animals looked for her everywhere, except one place. The children thoroughly enjoy watching the search.

This film, containing material of value in vocabulary building, guidance, and social learning, is designed for the primary grades.

SEVEN LITTLE DUCKS—11 min.; color; also black and white; sale. Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28; produced in 1951.

Co-operation, courtesy, and consideration are words which are difficult for youngsters to understand. This film tries to make them see these words in actual operation, thus giving them a more practical understanding of these concepts.

By taking good care of a family of ducks—feeding, watering, housing, and protecting them—little six-year-old Carol learns thoughtfulness and other desirable qualities, such as responsibility, helpfulness, and willingness to share belongings.

This film, of value for primary- and middle-elementary grades, has content material to use for social studies, and guidance activities.

BIRDS IN YOUR BACK YARD—11 min.; color; sale. Arthur Barr Productions, 1265 Bresee Ave., Pasadena 7, produced in 1951.

Some of us are aware that children learn most easily through their own real experiences. In this science film we find something with which they are familiar.

It is designed to give pupils the feeling that it is fun to observe birds. It makes children aware of the possibilities of interesting activities in their own back yards. In the film, two brothers share the fun and responsibility of a project to attract birds to their yard. They observe the feeding, drinking, bathing, and nesting activities of the birds visiting their back-yard sanctuary. This science film is designed for upper-elementary grades.

JAPANESE FAMILY—23 min.; sale; McGraw-Hill Book Company, Text-Film Dept., 330 W. 42nd St., New York 18. Rent from International Film Foundation, 1600 Broadway, New York 19. Copyright in 1950.

Seeing how other boys and girls live in faraway lands is always fascinating for children.

This is the story of the Kawai family, silk weavers of Kyoto, Japan. The children will see the hand-operated looms, observe a sales conference, watch the preparation and eating of a meal, look on as the children do their homework and retire, accompany them to a park, and attend a world-famous puppet show. Then your pupils can watch the preparations for a family observance of a Japanese New Year's celebration. This film is of value for social-studies classes in upper-elementary grades.

FILMSTRIPS to Use in the Classroom

Recommended by

IRENE F. CYPHER

Administrative Officer, Film Library, and Associate Professor of Education, New York University

September begins a brand-new school year! Have you examined the list of filmstrips you plan to use? It is quite possible that some of the newer productions would be helpful in explaining puzzling questions that come up year after year, in shedding light on areas that have been difficult to explain to everyone's satisfaction, and in adding fresh interest as well as suggesting new approaches to the presentation of subject areas.

***Society for Visual Education*, 1345 Diversey Parkway, Chicago 14.**

Six story favorites in a new design and color—so attractive we projected each several times. *Little Red Ridinghood, Rumpelstiltskin, Little Black Sambo, The Gingerbread Boy, Goldilocks and the Three Bears,* and *The Three Little Pigs* are certain to appeal to pupils in the lower grades. We recommend them to any teacher searching for material to use with reading and at story-hour periods. ($28.50 per set of 6; $5.00 single strip.)

The same company also offers a new series of five filmstrips in black and white entitled "If I Were Going." The observer is taken to England, France, Spain, Norway, and North Africa, and the presentation is correlated with the Row Peterson "Alice and Jerry" Reading Series. This is good basic third-grade material. It provides something to read, to look at, and to discuss. Life in each country is taken up in such a way as to high-light the outstanding characteristics of the people and the land. ($13.50 per set of 5; $3.00 single strip.)

***Silver Burdett Co.*, 45 E. 17th St., New York 3.**

Several months ago we called attention to the "Then and Now in the United States" series when only six filmstrips were available. Fifteen strips in color are now ready. The material in all strips is good for use with both history and geography, and contributes to an understanding of the peoples, regions, products, and heritage of America. The subject arrangement is excellent and the entire series shows evidence of care, thought, and research. They are especially good for the middle grades. ($7.50 each; $6.00 each in lots of six or more.)

***McGraw-Hill Book Co.*, 330 W. 42nd St., New York 18.**

"The Etiquette Series" (five strips in black and white) is correlated with the text *Manners Made Easy,* by Mary Beery. Included are: *Developing Social Maturity, Public Appearance, Table Setting, Perfect Party, Away from Home.*

Teen-agers should find considerable ground for discussion with these strips, as the problems are of vital importance to the boy or girl who is just becoming aware of the value of social courtesies. The situations shown are familiar, and it is easy for pupils to identify their problems with them for discussion purposes. ($22.50 per set of 5.)

***Young America Films*, 18 East 41st St., New York 17.**

Teachers will be interested in: "Children of the Orient" (6 strips in color), "Children of Latin America" (6 strips in color), "Children of Early America" (18 strips, 3 sets of 6 each, in color), "Families of the World" (12 strips in black and white). In each instance, the aim has been to provide picture stories that will give pupils some degree of appreciation for the people of other times, other customs, other lands. ("Families of the World" $30.00 per set; $3.50 single strip. All others, $30.00 per set of 6; $6.00 single strip.)

***Eye Gate House*, 2716 41st Ave., Long Island City 1, N.Y.**

A series of interest to those seeking material for use in encouraging pupils to read more books. "Authors of Many Lands and Many Times" (9 strips in color) presents scenes and episodes from the lives of nine authors whose books have had a universal appeal through the years: Homer, Dante, Cervantes, Shakespeare, Andersen, Dumas, Dickens, Poe, and Twain. No attempt has been made to present complete biographies, but rather to give incidents which will arouse interest in the men and their works. They should prove helpful in introducing the authors, books, and literary heritage of the world. ($25.00 per set; $4.00 single strip.)

***Jam Handy Organization*, 2821 E. Grand Boulevard, Detroit 11, Mich.**

"Learning to Study" (7 filmstrips) shows children, in cartoon form, how to get to work, use a textbook, take notes, write a research paper, and treats other basic problems. Sufficient humor is used to arouse interest yet drive home the point. How to study is an important problem, and the sooner it is solved, the better. ($21.00 per set; $3.50 single strip.)

A New *Instructor* Service

Filmstrip Reference Sheet No. 1, which was announced in this column in the May issue, is still available. If you desire a copy, send a stamped, addressed envelope to Dr. Irene F. Cypher, Editorial Department, *The Instructor*, Dansville, N.Y. Additional lists will be announced from time to time.

FULL COLOR FILMSTRIPS

FOR RELEASE DURING
SEPTEMBER
BUILDING A NEW NATION
Grade Level . . . Intermediate & Jr. High

This series of nine FULL COLOR FILMSTRIPS covers a most dramatic and exciting period in history, a period replete with action and interest. This period begins in 1569. The Spaniards made the first permanent settlement in this new world at St. Augustine, Florida. It ends in 1783 when by the treaty of Paris the United States of America was born. This chapter in our history, fascinating and full of adventure, is an inspiration to our children.

- SPAIN IN THE NEW WORLD
- FRENCH SETTLEMENTS IN THE NEW WORLD
- ENGLAND IN THE NEW WORLD
- OTHER ENGLISH SETTLEMENTS
- DUTCH AND SWEDES IN THE NEW WORLD
- LIFE IN THE ENGLISH COLONIES
- THE BATTLE FOR CONTROL IN THE NEW WORLD
- UNION AGAINST BRITAIN
- A NEW NATION IS BORN

EACH SET CONTAINS NINE
FULL COLOR FILMSTRIPS
TOGETHER WITH TEACHER'S MANUAL

PRICE $25.00 Per Set

Eye Gate Filmstrip

CLUB PLAN

BRINGS YOU TEN FULL COLOR FILMSTRIPS FOR ONLY $25.00 Per Set

Each set includes 10 FULL COLOR FILMSTRIPS, containing at least 250 full color pictures.

When Eye Gate Filmstrip Club Plan Members buy any three sets at $25.00 per set, they may select a fourth set, as a bonus, absolutely FREE.

NO OBLIGATION TO BUY BUT AN OPPORTUNITY TO SAVE MONEY IF YOU DO.

HERE'S HOW THE PLAN WORKS!

1. Each month, September to May inclusive, we will mail to our members a set of FULL COLOR FILMSTRIPS for preview.
2. Members have a reasonable length of time (10 days) to screen each set. They pay $25.00 for each set they purchase. Any set not meeting their requirements may be returned without obligation.
3. Members may select one additional set free of charge when they have paid for any three sets within a year. Members also get a single bonus filmstrip in each package.

SOLD BY LEADING AUDIO-VISUAL DEALERS EVERYWHERE

---MAIL THIS COUPON NOW!---
FOR PREVIEW SET

Gentlemen:

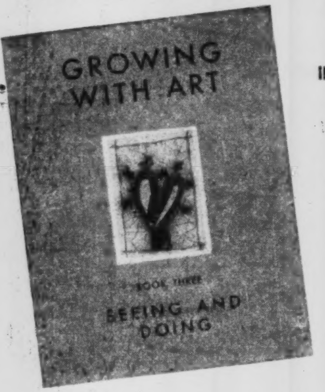
☐ Please enroll our school as a member of the EYE GATE FILMSTRIP CLUB PLAN. Send enrollment blank and descriptive literature.
☐ Kindly send the filmstrip set titled "BUILDING A NEW NATION". It is understood that this set may be returned within 10 days if not fully satisfied.
☐ Kindly send FREE the new fully illustrated 1952-1953 edition of the EYE GATE FILMSTRIP CATALOG.

School ....
Address ....
Authorized by ....
Title TI-1

EYE GATE HOUSE, Inc.
AUDIO VISUAL AIDS TO INSTRUCTION
2716 FORTY FIRST AVE. • LONG ISLAND CITY, N. Y.

GROWING WITH ART

By Maud Ellsworth and Michael F. Andrews



FOR PUPILS TO USE WITH THE INEXPERIENCED ELEMENTARY TEACHER

A series of eight new Art Books written with the needs in mind of especially the inexperienced grade school teacher, those who have not had extensive training in this field and do not have readily available an Art Consultant or Supervisor. Any teacher, experienced or not, can use this series and get outstanding results.

A Book for Every Grade

Books 1 through 8

80¢ each

A Pupil Participation Series That Creates Superior Results

Each child is treated as an individual with these new art books. They correlate art with daily living. The child learns to appreciate touch, form, size and texture. Learning art with these books becomes a pleasant experience for each child. They are large—easy for pupils to handle (8½" x 11") and beautifully illustrated. They make up a complete functional program of graded handcraft activities.

BENJ. H. SANBORN & CO., 221 East 20th Street, Chicago 16, Ill.

Benj. H. Sanborn & Co. 221 E. 20 St., Chicago 16, Ill.
Please send me books checked below at 80c ea.
..........Book 1 ....Book 5 I enclose .... to cover charges.
..........Book 2 ....Book 6
..........Book 3 ....Book 7 ....Teacher's Book @ 25c each net
..........Book 4 ....Book 8 Covers All Grades
Name ....
Street ....
City .... State ....

WHAT'S NEW IN '52?

HEROES OF OUR AMERICA

by Southworth and Southworth

A brand new biographical history for the middle grades. Contains the life stories of 30 leading Americans, from Columbus to F.D.R. Vividly written, to appeal to students of the Fourth or higher grades. Beautifully illustrated with many pictures in full color. Leads pupils to like history from the start.

MEET THE NUMBER FAMILY

NUMBERS AT WORK

by Patton and Young

Completely new arithmetic texts — new from the ground up — not a revision! Sound in method, appealing and challenging to pupils, and beautiful with glowing color. Based on leading courses of study and the best of recent research. To see these books is to want to use them. To use them is to want to keep them, for *they do the job!*

IROQUOIS PUBLISHING COMPANY, INC.
HOME OFFICE: IROQUOIS BLDG., SYRACUSE, N. Y.
New York Chicago Atlanta Dallas

Contributors, Take Note!

We are desirous of increasing the number of teachers who are sharing their ideas, plans, and devices through our columns. When you complete a unit or play or handwork project, or try out an original game that is successful, why not send it to us so other teachers may benefit from it?

How to Submit Material

1. Use double-spaced typing on one side of 8½" x 11" paper. (Keep a carbon copy for yourself.)
2. State number of words in manuscript.
   Primary stories: 400–800 words.
   Upper-grade stories: 1000–1200 words.
   Articles: 1500–1800 words.
   Units, plays: not more than 2000 words; preferably less.
3. Type name and address on each page. Use your given name. Please indicate *Miss, Mrs.,* or *Mr.*
4. State teaching position (grade or subject, name and location of school).
5. If you are sending drawings, photographs, or samples, be sure to pack them properly. Place name and address on back of each item.
6. Submit seasonal material *five months in advance* of month it can be used (by October first for the March issue).
7. Enclose postage for return of samples and manuscript if unused.
8. Mail all contributions postage prepaid to The Instructor, Editorial Department, Dansville, N.Y.
9. Refer to specific directions given in the departments when submitting contributions to "Let's Laugh," "Girls and Boys," "Teachers' Help-One-Another Club," and "John Pepper's Notes for Canadian Readers."

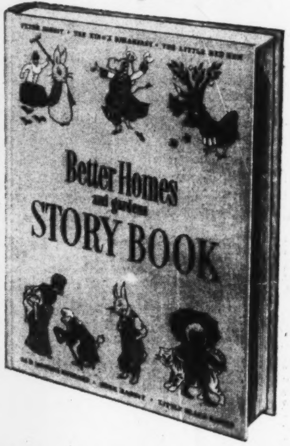
The Editor's Angle

1. Contributors should *not* submit a manuscript to more than one editor at a time. If a contributor wishes to send his manuscript to a second editor, he should check with the first editor to determine whether it is being considered for immediate publication and if not, obtain its release.
2. Although we pay for all material used we do not quote prices or promise acceptance before examining it.
3. All manuscripts are carefully considered.
4. It is not possible to comment on contributions returned.

Diamonds in Your Own Back Yard!

One of the most satisfying experiences a teacher can have is that of utilizing aspects of the immediate environment to help her pupils reach specific educational goals. If you have made the social studies and tool subjects more dynamic by relating a unit or project to existing conditions in your community, we'd be glad to have you write it up for possible publication.

Does your class KNOW these 50 Children's Classics - for ages 3 to 8?



Where else can you find such a wealth of good material for story telling and reading?

In this one beautiful volume are fifty all-time favorites — stories and poems that have delighted children for many generations . . . characters known and loved by parents as well as youngsters . . . masterpieces that help you build a lasting love of really fine literature.

Educators, parents and children agree — this book belongs in every class-room library. If you don't yet have the Better Homes & Gardens Story Book, send the coupon below for your free inspection copy. You'll be pleased with its wonderful selection of stories and poems, its beautiful six-color cover, its sturdy buckram binding, its fine paper and easy-to-read type, its 600 attractive illustrations from famous early editions.

50 Stories and Poems including
Uncle Remus
Peter Rabbit
The Little Red Hen
Over in the Meadow
The Brownies
The King's Breakfast
Old Mother Hubbard
Peter Pan

Famous Authors including
A. A. Milne
Edward Lear
Rudyard Kipling
Christina Rossetti

Noted Illustrators including
Tony Palazzo
Randolph Caldecott
John Hartell
Walter Crane

Send for FREE inspection copy

• •

Book Dept., Better Homes & Gardens
309 Meredith Bldg., Des Moines 3, Iowa

For free ten-day inspection, please send me the Better Homes & Gardens Story Book—regular price $2.95. I understand that I can keep the book at the special teachers' price of $2.00. (Offer good only in U. S.)

Name of Teacher..
Name of School..
Address..

NEW

LIVELY AND STIMULATING TEXTS *for* *Elementary Education*

Lola Merle Thompson's
HAPPY TIMES WITH SOUNDS
Phonics Books for Grades 1, 2, 3

Evelyn Fershing's
HAPPY TIMES WITH NUMBERS
Grades 1 and 2

Myrtle Banks Quinlan's
PRIMARY BASIC READERS

Carpenter and Bailey's
ADVENTURES IN SCIENCE
Rainbow Readers
Grades 1 to 6

Anna Hawley Searles'
INTERMEDIATE READERS

Herbert Townsend's
OUR AMERICA

Herbert Townsend's
OUR WONDERFUL EARTH

Mary Lusk Pierce's
THE COMMUNITY WHERE I LIVE

Stull and Hatch's
NEW GEOGRAPHIES
Grades 4 to 7

Burleson and Cash's
ADVENTURES IN ENGLISH
Grades 3 to 8

Burleson, Cash, McCorkle's
ADVENTURES IN LANGUAGE
Grades 3 to 8

Please write for your examination copies.

ALLYN and BACON, Inc.
Boston New York Chicago
Atlanta San Francisco Dallas

INSTRUCTOR *Publishers Choose New President*

E. STANLEY COPELAND, JR.

JUST at the time when presidential nominations were being made at the conventions in Chicago, our town of Dansville saw a new leader chosen by F. A. Owen Publishing Company, publishers of THE INSTRUCTOR.

On June 23, E. Stanley Copeland, Jr., was elected president, succeeding the late Clyde E. Shults. Mr. Shults, prior to his death on June 12, had been identified with the firm for more than forty-five years as its legal adviser, and in addition he had served as treasurer (1909-17 and 1943-51) and as president since 1947.

Mr. Copeland, as executive vice-president and general manager of our company for the past six years, has been largely responsible for the smooth running of a business which, in addition to producing THE INSTRUCTOR and many books and aids for elementary teachers, does a large amount of contract printing and binding.

During four prior years (1942 to 1946), our new president was successively eastern advertising manager of THE INSTRUCTOR, with offices in New York; assistant to the company's president; and assistant vice-president. He is a Colgate University graduate and a member of Phi Delta Theta. In Dansville he has been active in community affairs.

Also on June 23, two new vice-presidents of the Owen Company were elected by the directors. Miss Elizabeth F. Noon of Dansville, in charge of the department of books and teaching aids since 1948 and also director of the Instructor Educational Service, was chosen vice-president in charge of educational counsel. Robert C. Gilboy, identified with THE INSTRUCTOR for a number of years, and since 1943 its advertising manager was made vice-president in charge of advertising.

Two other officers of the company, re-elected at the annual meeting in May, continue to serve—John C. Ouderkirk, Jr., field director, as vice-president, and Miss Mary E. Owen, editor of THE INSTRUCTOR, as secretary and treasurer.

Even Your **Poorest Readers** Can **Read These Books!**

Naturally you have pupils who are so poor in reading they cannot read their readers, their textbooks, and even find library books too hard. Every teacher has pupils like these. Naturally, too, you have been looking for books that they can read, that they want to read, (How they resent "baby" books from the primary) and that will help them grow in reading power.

Books As Easy As Easy Third Readers

You get real help with these problem readers, who are so often discipline problems, too, from Webster's new *Junior Everyreader Series.* These specially written books have a strong appeal for pupils in grades 4 through 8, but every single title is as easy as the easiest third reader you have ever seen.

Written By Reading Expert

Every title in the *Junior Everyreader Series* was prepared under the expert direction of William Kottmeyer, right in the famous St. Louis Reading Clinic which he directs. Each book was planned to give you help with your most serious problem cases. Each book keeps these youngsters actively, happily at work building new reading skills.

Valuable Teachers' Guide Free

With every order for the *Junior Everyreader Series,* we will include absolutely free, a copy of *How To Increase Reading Skill.* This booklet tells you how you can apply clinically tested methods in your own classroom with sure results.

Give yourself and your poor readers a new chance. Order your *Junior Everyreader Series* now!

THE JUNIOR EVERYREADER SERIES

Robin Hood Stories • Greek and Roman Myths • The Trojan War
King Arthur and His Knights • Old Testament Stories

99¢ Per Copy Postage Extra

Send no money
30 day trial offer

Webster Publishing Company
Saint Louis 3, Missouri

Gentlemen: Please send me the copies indicated of the *Junior Everyreader Series.* If I am not completely satisfied, I may return them in 30 days and all charges will be cancelled.

____Robin Hood Stories ____Greek and Roman Myths
____King Arthur and His Knights
____The Trojan War ____Old Testament Stories
Name________________
Address________________
City__________ State________ I

WEBSTER PUBLISHING COMPANY • ST. LOUIS 3, MO.

Announcing
NEW ELEMENTARY MUSIC BOOKS
Fullerton-Wolfe
Together We Sing
TWO-BOOK EDITION - LOWER AND UPPER GRADES
FREE—Send today for Complete Music Catalogue
Follett Publishing Co.
1257 South Wabash Avenue
Chicago 5, Illinois

WANTED!
SCHOOL SUPPLY AND BOOK SALESMEN

Make up to 100% profit with quick-selling Vaporite Marking Pens! The newest, most efficient book and code marking device. Proved in leading school systems. A sure profit-maker at school libraries and wherever visual education aids are used. Don't miss **your** opportunity to spark **new sales** - earn **greater profits.** Write for details.

Time-Saving Specialties
701 New York Life Building
Minneapolis 2, Minnesota

I MADE A LOT OF **EXTRA MONEY** FAST . . . YOU CAN TOO

If you want to earn extra money for yourself, your church, your organization, here is an easy and friendly way to do it in your spare time.

NO EXPERIENCE NECESSARY
EVEN BEGINNERS MAKE $50-$100 EASILY

We will send samples of our new 1952 Christmas cards and gifts. Show them to friends and neighbors—take their orders—and earn up to 100% profit for yourself.

SEND FOR KIT ON APPROVAL AND WATCH THE MONEY ROLL IN!

REGAL GREETING CARD CO.
Dept. IS-9, Ferndale, Michigan

America's Finest "BUY" in Songbooks

The One Hundred and One Best Songs
13c
IN 100 LOTS PLUS TRANS.
The EVERYDAY Song Book
The Cable Com
22½c
IN 100 LOTS PLUS TRANS.

One Hundred and ONE Best Songs
1-11 20c ea.
12-99 $2.10 doz.
100 for $13.92
POSTPAID

For classroom or assembly—all grades—words and music complete. New revised edition of best school, folk, patriotic and religious melodies. Old favorites, solos, choruses, spirituals, carols, hymns; part songs, etc. Prepared especially for schools. Endorsed by educators. Used by thousands of schools.

EVERYDAY Song Book
1-11 30c ea.
12-99 $3.20 doz.
100 for $23.58
POSTPAID

For Primary. Over 200 graded selections complete with words and music. New printing on clear, white paper. Patriotic, religious, and popular numbers, with rounds, carols, choruses and singing games that children like. Includes expert digest of instruction methods, plus helpful program material and outline suggestions suitable for entire year.

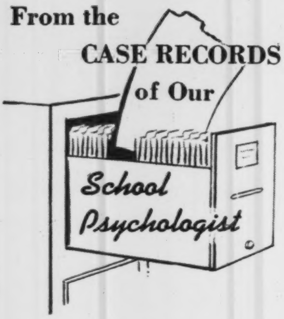
101 Famous Poems The Greatest works of the 71 Greatest authors from Shakespeare to Sandburg. Chosen by literary poll plus editorship. Unrivalled popularity. Each with author's photo and brief notes. The best in literature. Inspiring, enjoyable! Ideal encouragement for sound cultural growth.

CLASSROOM EDITION .50 ea.
Durable embossed cover
LIBRARY EDITION $1.50 ea.
Heavy cloth covers
GIFT EDITION - boxed $2 ea.
Beautiful Binding in Kraft Leather

101
Famous Poems

Send Coupon
THE CABLE CO.
20 E. Jackson • Chicago 4

The Cable Co., 20 E. Jackson, Chicago 4, Ill.
Rush me the books checked below:
.... copies "101 Best Songs"
.... copies "Everyday Song Book"
.... copies "101 Famous Poems"
☐ Enclose $....... ☐ Send C.O.D.
☐ Ship now. I will pay on Oct. 15th.
Name ____________________
Address ____________________
Town ______________ State ________



From the CASE RECORDS of Our School Psychologist

Problem: The Allens moved to the community during the summer and Mrs. Allen entered the boys in Willowdale School. There was two years' difference in age between Jim and Jack but they were both in the sixth grade. Jim had repeated the fourth grade and had just lost another year because of rheumatic fever, during which he had had no home instruction. His general ability was low-normal, which accentuated the problem of his retardation.

Analysis: The principal and teacher met with the mother before school opened. Mrs. Allen was concerned about the boy's adjustment, for Jim was rebellious about being in the same grade with Jack.

Solution: Both boys were given a general achievement test. The scores didn't warrant any change in grade placement. There was only one section of sixth grade, so that, unless one boy left the community to attend school they would have to be in the same class.

The parents felt that they could not afford tuition in the neighboring district; the superintendent felt that the board would not be justified in making this expenditure. In addition, neither school nor parents were convinced that this was wise.

The first day of school Jim hung back from the rest of the boys and was ungracious and rude when spoken to by the teachers. The second and third days he played hooky.

The principal had the boy come to see her at school after the rest of the pupils had left in order to help him meet the problem as it existed. He expressed self-consciousness over his size, but when she consulted the records, she found there were at least three other boys in the class as big as he.

She invited Jim to come to her frequently to talk over his problems. Jack was also invited to the office, and sometimes they came together.

The teacher tried to create situations where the boys worked cooperatively rather than competitively. For example, during the March of Dimes Campaign, the brothers together built an exhibit for a store window.

Jim was given other compensations at home, such as being allowed to stay up twenty minutes later and more allowance. Jack was promised the same when he would be Jim's age.

The project of adjusting Jim was reasonably successful. The parents were greatly impressed with the school technique and followed a similar pattern.

A MAJOR ANNOUNCEMENT!

"The Childhood of Famous Americans Series"

now available in a special School Edition

Responding to school requests and needs, we announce the publication of volumes in this nationally recognized and established series in a special *School Edition.* Twenty volumes are now available in stock for immediate shipment:

ALEC HAMILTON: *The Little Lion*
ALECK BELL: *Ingenious Boy*
AMELIA EARHART: *Kansas Girl*
ANDY JACKSON: *Boy Soldier*
BUFFALO BILL: *Boy of the Plains*
CLARA BARTON: *Girl Nurse*
DANIEL BOONE: *Boy Hunter*
GEORGE CARVER: *Boy Scientist*
JANE ADDAMS: *Little Lame Girl*
JOHN PAUL JONES: *Salt-Water Boy*
KIT CARSON: *Boy Trapper*
LOU GEHRIG: *Boy of the Sand Lots*
LOUISA ALCOTT: *Girl of Old Boston*
LUTHER BURBANK: *Boy Wizard*
MYLES STANDISH: *Adventurous Boy*
PAUL REVERE: *Boy of Old Boston*
POCAHONTAS: *Brave Girl*
TOM EDISON: *Boy Inventor*
WOODROW WILSON: *Boy President*
YOUNG AUDUBON: *Boy Naturalist*

By February 1, 1953, a total of fifty volumes will be available in the *School Edition.* The program then will be expanded gradually to include the sixty-seven titles now published in the Trade Juvenile Edition, and thereafter to include new volumes from year to year.

- Attractive cover, two-color stamping, colored endsheets.
- Side-sewed, reinforced binding. Washable cloth.
- Grade 4 and up. Popular usage extends to senior high level.
- "Low-vocabulary-level, wide-interest-range content."
- Distinctive children's literature. Favorite *story* volumes.
- Areas of "experience" living, social studies, Americanization, etc.
- For "personal" reading. Volumes are "read, loved, reread."
- Per volume — List Price, $1.48; Net School Price, $1.11, f.o.b. publisher.

In correspondence and on orders, please specify *School Edition.* Feel free to request descriptive literature and order blank in quantities.

THE BOBBS-MERRILL COMPANY, INC.

730 North Meridian Street
Indianapolis 7, Ind.

468 Fourth Avenue
New York 16, N.Y.

Delightful New Audio-Education Records . . .

Planned rhythm records for fostering creative expression, musical development, and health education

Listen and Do
Volume 1 (Ages 6-8) Two 10" records
The Friendly Train and Ginger and Josh
Volume 2 (Ages 9-11) Two 10" records
The Handsome Scarecrow and The Little Clown

Six authentic square dances, together with six simplified introductory dances for teaching purposes

Let's Dance: Square Dances
Three 10" records

Please send for additional information
Audio-Education materials distributed through

AMERICAN BOOK COMPANY
55 Fifth Avenue, New York 3, N. Y.
300 Pike Street, Cincinnati 2, Ohio
351 East Ohio Street, Chicago 11, Ill.

EVEN IF YOU DON'T KNOW A NOTE OF MUSIC NOW...

You Can Learn Your Favorite Instrument This Easy A-B-C Way

No special talent, no previous training needed. This U. S. School home-study method is so successful because you learn to play by playing real tunes by note, right from the start. And just think, you can learn your favorite instrument for only a few cents a day. If interested, mail coupon for FREE Booklet and Print and Picture Sample. See for yourself how easy it is to learn any instrument, right at home, in spare time, without a private teacher.

Write to U. S. SCHOOL OF MUSIC, Dept. B579, Port Washington, N.Y.

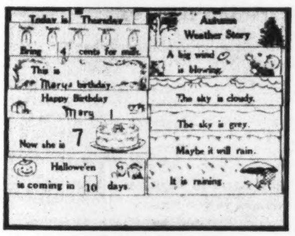
(Now in our 54th Successful Year!)

WRITE FOR FREE BOOK

FREE PRINT AND PICTURE SAMPLE

Write to U. S. SCHOOL OF MUSIC,
Dept. B579, Port Washington, N. Y.
Please send me Free Booklet and Print and Picture Sample. I would like to play (Name Instrument).
Instrument.................. Have you Instrument?........
Name....................................
(Please Print)
Address....................................

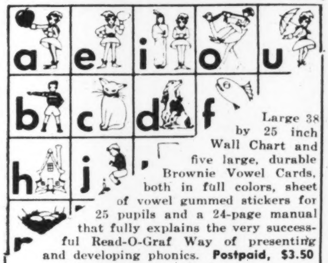
TEACHING AIDS
PRIMARY GRADES


Today is Thursday
Bring 4 cents for milk.
This is Mary's birthday.
Happy Birthday Mary
Now she is 7
Hallowe'en is coming in 10 days.
Autumn Weather Story
A big wind is blowing.
The sky is cloudy.
The sky is grey.
Maybe it will rain.
It is raining.

The tremendously popular
BULLETIN BOARD CARD UNIT

Consists of 85 heavy manila card strips, printed in large, bold type; many are attractively illustrated. The cards cover 3 classifications: Statistical, Social Science, Natural Science. Cards to build different thought units are selected by teacher and pupils. An invaluable aid to primary reading, language and social science and to lead children into the field of natural science. Teachers! Save hours of work in preparing bulletin board cards by using this unit. **Special Unit Price, $7.00 Postpaid for Card File and Acme Card Holder. Card File only, boxed, $3.50 Postpaid.**

BROWNIE READ-O-GRAF for Phonics



Large 38 by 25 inch Wall Chart and five large, durable Brownie Vowel Cards, both in full colors, sheet of vowel gummed stickers for 25 pupils and a 24-page manual that fully explains the very successful Read-O-Graf Way of presenting and developing phonics. **Postpaid, $3.50**

SOUND-PICTURE DRILL CARDS (corresponding to the Wall Chart above) Per set, $2.00.

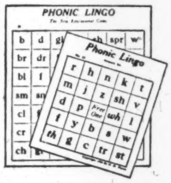
Complete Unit $(5.50)—Special Postpaid, $5.00

chair
elephant
dishes
scissors
thimble
wheel
pencil
zipper
matches
sandwich

WORD PICTURE CARDS
In four colors!
54 Cards

Heavy, bristol board cards (about 7 inches square). The words cover every sound in English language; excellent for sound and word recognition drill. **Net Postpaid, $4.05. complete set, including Word Sheet and Suggestions for Teachers (new in '52).**

SOUND-PICTURE CARDS—(See above)—35 heavy bristol 5 x 5 cards depicting all initial single consonants, simple 2-letter blends, diphthongs and vowels. **Postpaid, $2.00. (See Special Combination Read-O-Graf offer above.)**



PHONIC LINGO
Set No. 1, for Grades 1-2, $1.50
Set No. 2, for Grades 3-6, $1.75

Each Set takes care of 36 pupils; includes playing cards, cut-up cards, master card and directions. Thousands of teachers are using **PHONIC LINGO** with enthusiastic results.

THE KING CO. (DEPT. 952)
4609 N. CLARK ST., CHICAGO 40, ILL.

Please send the following, POSTPAID: I enclose .... (U.S. only, no C.O.D. orders at these prices)

☐ Bulletin Board Card Unit, special	$7.00
☐ Bulletin Board Card File only	3.50
☐ Brownie Read-O-Graf Unit	3.50
☐ Sound-Picture Drill Card Set	2.00
☐ Read-O-Graf & S-P Card Set, special	5.00
☐ Word-Picture Card Set, complete	4.05
☐ Phonic Lingo Set No. 1	1.50
☐ Phonic Lingo Set No. 2	1.75

Free! If order amounts to $5.00 or more (with remittance enclosed) we will include Teachers Handbook for Primary Grades; if $10.00 or more ☐ American Flag Pledge placard. ☐ Complimentary Story Book for Primary Grades.

NAME ....

ADDRESS ....

Club Exchange

THIS free service is open to elementary-school teachers and pupils. Reply to any of the notices given here by mailing your answers directly to the teacher whose address is given. Or send us a notice of your own, mentioning some point of interest in your locality. All letters you receive in the six weeks following publication of your notice should be answered. Items should give complete addresses, and be signed by the teachers themselves. Send them early, addressed to: Club Exchange, THE INSTRUCTOR, *Dansville, N.Y. We cannot supply names of individual pen pals.*

Illinois.—My eighth-grade pupils and I are interested in exchanging letters and ideas with other pupils and teachers of the same grade. Our school is located in the corn and soybean region of Illinois. We are in the area noted for its association with Abraham Lincoln. Address mail to: Mr. Robert N. Knight, Irving Junior High School, Bloomington, Illinois.

Illinois.—My fifth-grade pupils and I should like to correspond with school children and teachers in North America. We live in the heart of the Corn Belt and very close to Chicago. Address mail to: Mrs. Neoma Cadwell, Box 90, Plainfield, Illinois.

Indiana.—The pupils and teacher of Bethany School wish to exchange correspondence and anything of interest with classes or an individual representing the school. Pupils' letters and material are teacher-supervised to see that it is worth sending. Address: Miss Cecil Flook, Milford, Indiana.

Michigan.—My fourth-grade pupils wish to exchange letters with pupils of other schools in the United States or its territories. We are in the heart of the resort area of our state, in an active industrial section. Address all mail to: Mrs. Margaret Whitfield, Hile School, 4617 Grand Haven Road, Muskegon, Michigan.

New York.—Our pupils in the seventh and eighth grades wish to exchange letters, pictures, and souvenirs with classes in the United States and foreign countries. Lackawanna is the home of large steel plants. We are near Buffalo, Queen City of the Great Lakes. We are also an hour's ride from Niagara Falls. Address: Mrs. Michael Porter, Franklin School, Franklin Street, Lackawanna 18, New York.

Philippine Islands.—We are interested in exchanging letters with pupils and teachers from grade six to grade eight anywhere in the United States and foreign countries. We are willing to exchange souvenirs, picture post cards, and stamps. Our important products are sugar cane, rice, copra, and abacá. Address mail to: Miss Julia Alisbo, Bacolod East Elementary School, Bacolod City, Negros Occidental, Philippine Islands.

Tennessee.—My fourth-grade pupils and I wish to exchange letters, souvenirs, and project ideas with pupils and teachers of other states and countries. We are especially interested in music and art projects of other schools. Our school is named for the famous soldier of World War I, Sergeant Alvin C. York, who lives in our county. Address correspondence to: Mrs. Cecile Wright, York Elementary School, Jamestown, Tennessee.

ORDER the EAMES TOY

Wonderful New Way to build life size units for:
- * Primary Play
- * Drama Settings

CREATIVE CLASSROOM EQUIPMENT
By Designer CHARLES EAMES

Get "The TOY!"
30″ Squares and Triangles in 6 bright colors. They join together firmly . . . come apart quickly to store in the cylinder pkg. Ideal for Primary class play marionette theatres, wall decor, stage sets. Each set contains: 4 square panels 30″ plastic coated brilliant colors, 4 triangles the same, 28 dowels 30″ for bracing, 6 for connectors 22″, 6 for connectors 30″, 36 connectors, instruction sheet.

The PLAYHOUSE, 66 E. Walton St., Chicago
Please send at once postpaid:
☐ One set of "The Toy" at $3.50
.... sets of THREE; special at $9.45
(classroom disc. 10% for 3 sets or more)
Name ....
School ....
Address ....
City ....

New Art Ideas---ready to help you

SCHOOL ARTS
HANDCRAFTS
SEEING HISTORY
PAPER HEART BASKETS

When you teach your art and drawing periods you want good ideas—new ideas that catch the imagination of your pupils and encourage art work that gives you and your pupils the thrill of accomplishment.

That is what SCHOOL ARTS gives you in ten illustrated issues—one for each school month.

There are ideas for Halloween, Thanksgiving and Christmas, ideas for designs, paper work, lettering, crafts, Indian Arts, etc.

The Editors of SCHOOL ARTS are working for you all through the year. They select the best art teaching material from the contributions sent by teachers and supervisors from all over the country. These people share with you some of their most successful lessons and show you illustrations of their pupils' work.

Here is the kind of art teaching help you receive in the first 3 issues this Fall:

September—the school handcraft issue with profusely illustrated class projects.

October—the school program and exhibition issue with excellent ideas for group activities.

November—the holiday and celebration issue with class projects and special emphasis on Christmas.

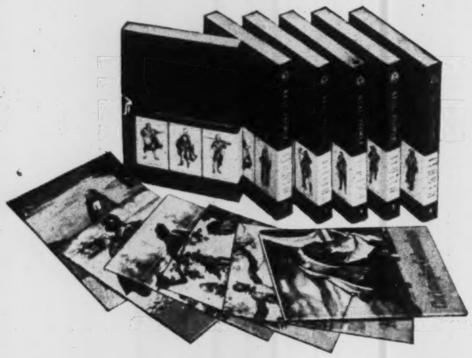
MAIL THIS COUPON TODAY!

SCHOOL ARTS Magazine
229 Printers Bldg., Worcester 1, Mass.
Please enter my subscription to SCHOOL ARTS for the next 10 issues.
☐ Enclosed find $5.00 ☐ Will pay Oct. 15
Name ....
Address ....
City .... State ....

"Infinite Riches in a Little Room"
(Marlowe)

1.

THE REAL PEOPLE SERIES



. . . the 36 biographies that capture the "human element" behind great events and translate great achievements into profitable reading ventures for Intermediate and Junior High School Grades. Designed as supplementary reading for classes in History, Social Studies, Art, Reading, Geography, Literature. In six boxed groups—

Group 1: Explorers and Early Settlers
Columbus, La Salle, Stuyvesant
De Soto, John Smith, Roger Williams

Group 2: Leaders of the American Revolution
Abigail Adams, Jefferson, Father Serra
Franklin, John Paul Jones, Washington

Group 3: Leaders in Western Expansion
Ah-yo-ka, Daniel Boone, Rufus Putnam
John Jacob Astor, Zebulon Pike, Narcissa Whitman

Group 4: Leaders since 1860
Jane Addams, Edison, Lee
G. W. Carver, James J. Hill, Lincoln

Group 5: Ancient and Medieval Heroes
Ikhnaton, Alfred, Charlemagne
Alexander, Caesar Augustus, Marco Polo

Group 6: Leaders in an Awakening World
Akbar, Gutenberg, Joan of Arc
Elizabeth, Prince Henry, Da Vinci

Sold only in boxed groups—$2.48 per group.

2.

THE FILM-STORY BOOKS

Authentic stories woven around motion pictures prepared by Encyclopaedia Britannica Films Inc. on ways of life in eight foreign lands. Supplementary reading for the Intermediate Grades... for classes in Reading, History, Social Studies. In eight boxed groups—

FRENCH CHILDREN, CHINESE CHILDREN
ITALIAN CHILDREN, JAPANESE CHILDREN
NORWEGIAN CHILDREN, SWISS CHILDREN
SPANISH CHILDREN, ENGLISH CHILDREN

Sold only in boxes of six identical books in a box.
Eight boxes—$2.48 per box.

For full information on the above titles, write to:

Row, Peterson and Company
EVANSTON, ILL. White Plains, N. Y.

Books for Children

REVIEWED BY Christine Gilbert

Director of Curriculum and Public Relations, Public Schools, Manhasset, Long Island, New York

SUSIE
By Ruth King
This primerlike text relates the story of Susie, a cocker spaniel, who moved from the country to the city and found the adjustment difficult until she had a balloon to play with.
Ages 3–6 *Abelard Press; $2.00*

MAUI'S SUMMER
Written and illustrated by Arnold Bare
Maui, a little boy who lived on Molokai, longed to see some of the other Hawaiian Islands, but most of all he longed for a sailboat of his own. When Bo and Ellen Dorn came from the United States for a visit, Maui achieved his wish.
Ages 4–8 *Houghton Mifflin Co.; $2.50*

OLD ROSIE: THE HORSE NOBODY UNDERSTOOD
By Lilian Moore and Leone Adelson
Rosie was so old that Farmer Dilly decided she should be put out to a remote pasture. Rosie missed her daily adventures and her friends and made such a nuisance of herself that they had to bring her back close to the farm. The vocabulary is simple enough for third-graders.
Ages 7–10 *Random House; $2.00*

NIBBY
By Ann Meyer
Cocker spaniels have problems, just as humans do. Nibby was never allowed to play outdoors with other dogs and was very lonely, but once he achieved his freedom, he got into great trouble and was almost caught by the dog warden. Fortunately for Nibby, Tommy Nichols rescued him, and he became Tommy's dog for good.
Ages 5–8 *Coward-McCann, Inc.; $2.25*

TALKING CAT AND OTHER STORIES OF FRENCH CANADA
Retold by Natalie Savage Carlson
It isn't often that a reviewer comes on such a fresh and genuine group of folklore stories. A trapper from the woods told them on his rare visits to town.
Ages 8–12 *Harper and Brothers; $2.00*

BIG MUTT
By John Reese
Big Mutt, a dog of huge proportions, was abandoned by his owners in the Bad Lands of North Dakota during a blizzard. Nearly frozen and starved, Big Mutt kills a sheep for food. Dwight Jerome is determined to save Big Mutt and reclaim him.
Ages 10–15 *The Westminster Press; $2.50*

Three Science Books

It is a pleasure to welcome three fine additions to the growing collection of excellent science books for young children.

SEE FOR YOURSELF
By Nancy Larrick
This book, simplest of the three, contains science experiments in which many of the principles of air and water are explained.
Ages 6–9 *Aladdin Books; $2.00*

IT'S FUN TO KNOW WHY
By Julius Schwartz
The experiments deal with such materials as iron, coal, paper, and rubber, thus linking science and social studies. For instance, the chapter which analyzes paper also discusses its history.
Ages 8–12 *Whittlesey House; $2.25*

SOUND, AN EXPERIMENT BOOK
By Marian E. Baer
Sound has always been one of the most difficult subjects to explain clearly and satisfactorily to younger children. In this book, the principles can be clearly understood, for the style is lively and the experiments are easy to read, easy to equip, and easy to perform.
Ages 9–12 *Holiday House; $2.50*

Books for Teachers

REVIEWED BY **Ruth M. Northway**

Elementary Principal, Central School,
Springville, New York

School Texts

ACROSS CANADA

By Clare Bice

To write these stories of Canadian children, the author sketched and talked to many children. A typical story introduces Roddy, whose father has just returned from the fishing banks. This supplementary text will do a great deal to help children visualize Canada. *The Macmillan Co.; $2.75*

ENGLISH SERIES—SECOND EDITION

By Stoddard, Bailey, and Lewis

This series (Grades 2–8) is unusual in that the content utilizes the vocabulary known to children through their basic reading program. Competencies in oral and written English expected of them at various levels are developed through meaningful experience. *American Book Co.; $1.76 to $2.12*

EASY PUPPETS

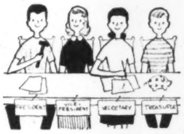
By Gertrude Pels

This book might well be a required supplementary text in every classroom, since it is rich in ideas for using puppets as an educational activity related to all areas of the curriculum. Many types of puppets are suggested. Specific directions for a child-made stage are given. Children will find creative outlets through these media. *Thomas Y. Crowell Co.; $2.50*

LET THEM LIVE

By Dorothy Lathrop

Here is a supplementary science book that points out how all living things on earth are interdependent. The crows, who eat innumerable insects; the squirrels, who scatter seeds; the owls, hawks, snakes, moles, bats, all valuable rat and insect eaters, are sympathetically described in picture and print. *The Macmillan Co.; $2.00*



CLUBS ARE FUN

By Mildred C. Letton and Adele M. Ries

This booklet has a wealth of suggestions for teen-agers, concerning types of clubs that they might start. How to organize a club, the first meeting, planning programs, a check-up list, and "a cupboard" of club ideas give essential information. Sketches by Lucy Ozone add to the content, which is in a style appealing to teen-agers. *Science Research Associates; $.40*

Professional Books

HANDBOOK OF ACTIVE GAMES

By Darwin A. Hindman

This book is intended particularly for physical-education teachers or classroom teachers responsible for this phase of the program. Combat games, target games, goal games, running games, and stunt and alertness games are included. Directions are concise and diagrams are clear. *Prentice-Hall, Inc.; $4.50 to Schools*

DEVELOPING MEANINGFUL PRACTICES IN ARITHMETIC

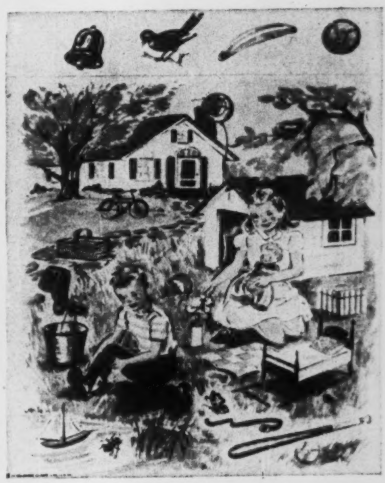
By Central New York School Study Council, 219 Slocum Hall, College Place, Syracuse 10

This booklet compiles meaningful practices in arithmetic which member schools have used in their classrooms. The practices cover mathematics teaching from primary through upper elementary grades. Periodicals, films, filmstrips, commercial devices, and miscellaneous homemade devices for developing mathematical concepts are listed. *The Council; $2.00*

LEARNING TO KNOW YOUR PUPILS

By Edith S. Greer and George E. Rotter

Those who would like help in studying needs of children and in adapting their teaching to these needs will welcome this publication. Specific procedures include a "School Entrance Questionnaire" for kindergartners, various types of progress charts, a sociogram, cumulative record forms, and ways of obtaining information about children. *University Pub. Co.; $.60*



EASY GROWTH in READING!

Now . . . the EASIEST Growth in Reading!

Primary

54 GROUP EXPERIENCE CHARTS

—The first 36 charts are General School Readiness Charts. They stimulate group participation in various type activities and provide a place to begin the *first* day of school.

18 additional charts become the first 18 pages of MARY AND BILL, the new Pre-Primer Pre-Level I. These charts present the entire vocabulary of MARY AND BILL for Group Teaching.

One of the 54 Group Experience Charts.

THE VIS-O-GRAPH— When used with the GROUP EXPERIENCE CHARTS, this device (with acetate overlay) is the perfect visual aid. It encourages *active* child participation in group learning situations through the use of visual materials.

The Acetate Overlay makes it possible for the charts to be written on (and erased), marked, and changed repeatedly.

MY FIRST SCHOOLBOOK (Workbook Type)— 64 pages in full color. Provides INDIVIDUAL EXPERIENCE MATERIAL and drill on concepts developed from the first 36 GROUP EXPERIENCE CHARTS. This workbook helps to build, *early in the child's school experience, the feeling of success.*

MARY AND BILL (Pre-Primer Pre-Level I)— Incorporates in a learner's book format the 22 words developed from the last 18 Charts. Therefore, when the learner *first* picks up his *first* Pre-Primer, HE CAN READ!

This first of the four Pre-Primers in the *New* EASY GROWTH IN READING Program has 48 pages in full color. Its total vocabulary load of 22 words reoccurs in MAC AND MUFF and in subsequent Pre-Primers and readers.

MY BOOK ABOUT MARY AND BILL— Accompanies MARY AND BILL. The learner applies and extends concepts learned in MARY AND BILL.

NEW TEACHERS MANUAL— "Stand-up" feature enables the teacher to follow the manual easily while conducting class.

All other Primary Readers in the EASY GROWTH IN READING Program have been revised—1951 and 1952.

Intermediate

Winston Middle Grade Readers have:

- Accurately planned units built upon readiness material
- Interesting stories written with controlled vocabulary
- Continuous skill development
- Lively, colorful, functional illustrations
- Clear, easy-to-read type

TODAY AND TOMORROW Grade 4

LOOKING FORWARD Grade 5

MOVING AHEAD Grade 6

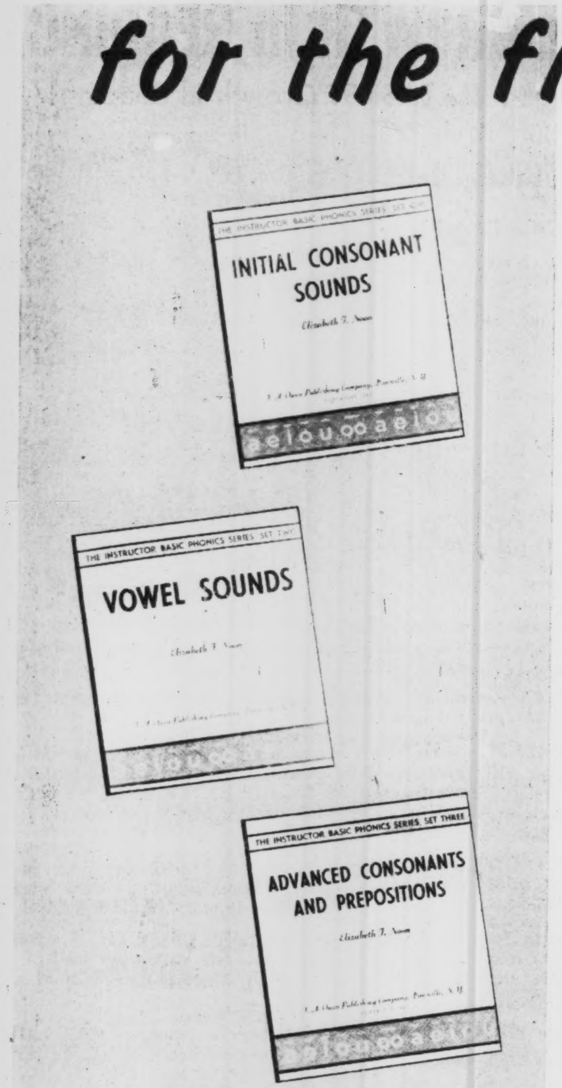
THE JOHN C. WINSTON COMPANY

1010 Arch Street
Philadelphia 7, Pa.
Chicago 16, Ill.
Pasadena 2, Calif.
Dallas 1, Texas
Atlanta 3, Ga.

for the first time . . . .

A Complete Phonics Program

covering all the problems of word and sound study included in the reading-arts and language goals of the primary grades.


THE INSTRUCTOR BASIC PHONICS SERIES
INITIAL CONSONANT SOUNDS
VOWEL SOUNDS
ADVANCED CONSONANTS AND PREPOSITIONS
COMPOUNDS, SUFFIXES, PREFIXES AND SYLLABLES
CONTRACTIONS AND ADVANCED PHONIC FORMS
Elizabeth T. Nason
F. A. Owen Publishing Company, Dansville, N. Y.
a e i o u oo a e i o u

The Instructor

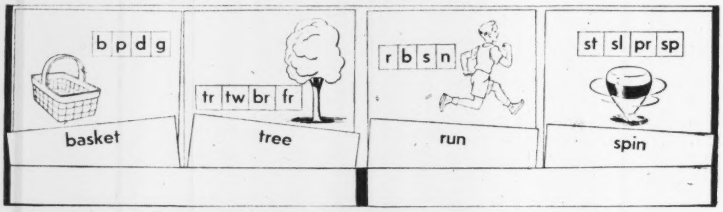
Basic Phonics Series

Here is an outstanding new series of teaching tools that will be of genuine assistance in creating a basic foundation in Language Arts. The sets—five in all—have been planned in accordance with the newer state curriculums. They have been tested with the major basic reading systems so as to supplement reading development programs. Although each of the five sets may be used independently, together they form a complete phonics program.

Each set consists of a sturdy folder that can be opened out in four parts to stand in the chalk trough or on an easel. It contains 16 charts and 16 cards, each printed on both sides. The charts are used for actual phonic drill while the cards vary in function, depending on the set. Each chart is carefully identified and each card is numbered to show to which chart it refers. The sequence of the phonics charts is the same as that of the reading systems. The Teacher's Directions suggest many uses for the charts and cards, and include a complete testing program.

Set I. Initial Consonant Sounds - for Grade I

This set introduces all the initial consonant problems found in modern preprimers, primers, and first readers. Sixteen nouns and sixteen verbs demonstrate the sounds. Fifteen single sounds and fifteen blends are used. In this set the cards are used as part of the lesson by the reading group. The teacher places four charts in the folder and asks the child holding the correct word to match the card to the chart. Additional uses are suggested in the Teacher's Directions.



Set II. Vowel Sounds - for Grades I and II

The 32 charts in this set include all the vowel-sound problems the child meets in elementary-school reading. The long and short single-vowel sounds come first, followed by vowel sounds affected by silent letters, long and short oo, rules for y, and the diphthongs. In keeping with modern reading practice, diacritical marks are used in the key words, but not in the words listed for drill.

In this set the charts are utilized for drill and the cards are used as flash cards following the lesson.

Set III. Advanced Consonants and Prepositions - for Grades II and III

The first sixteen charts in Set III complete the problems on consonants. Two-letter and three-letter blends are introduced both as initial and as final sounds. All blends included in today's reading texts of the first six grades are included in this series. The small cards are used as flash cards for additional drill and testing.

The last sixteen charts have been allotted to prepositions, because tests show that children need drill on prepositions if they are to read with accuracy without sacrificing speed. The sixteen most common prepositions were selected. The procedure for using the charts and cards is the same as in Set I.

Set IV. Compounds, Suffixes, Prefixes & Syllables - for Grades II & III

These charts take up four related problems. The eight compound charts automatically test the child as he uses them. The eight syllable charts drill on all the endings and give simple rules for adding them to basic words. The eight prefix charts have been placed after those on suffixes, since the prefix is considered the more difficult. Changes in meaning, as well as rules for applying both the suffixes and the prefixes, are given. The eight syllable charts attack all the syllable problems included in primary reading. The thirty-two cards provide flash-card drill and are used in connection with the testing program.

Set V. Contractions and Advanced Phonic Forms - for Grade III

Both the contracted and non-contracted forms are included on the sixteen contraction charts. The sixteen contracted words with highest frequency in the basic reading systems are included. The sixteen charts on advanced phonic forms serve as liaison material for the teacher who is expanding her reading program into the language-arts field. Simple problems of tense, number, synonyms, antonyms, homonyms, accents, possessives, comparatives, and rhyming are included. All the cards of this set may be used for flash-card drill.

Each Set $2.00

F. A. OWEN PUBLISHING COMPANY, DANSVILLE, N. Y. IN952

Please send me at once the following Basic Phonics Series sets @ $2.00 per set.

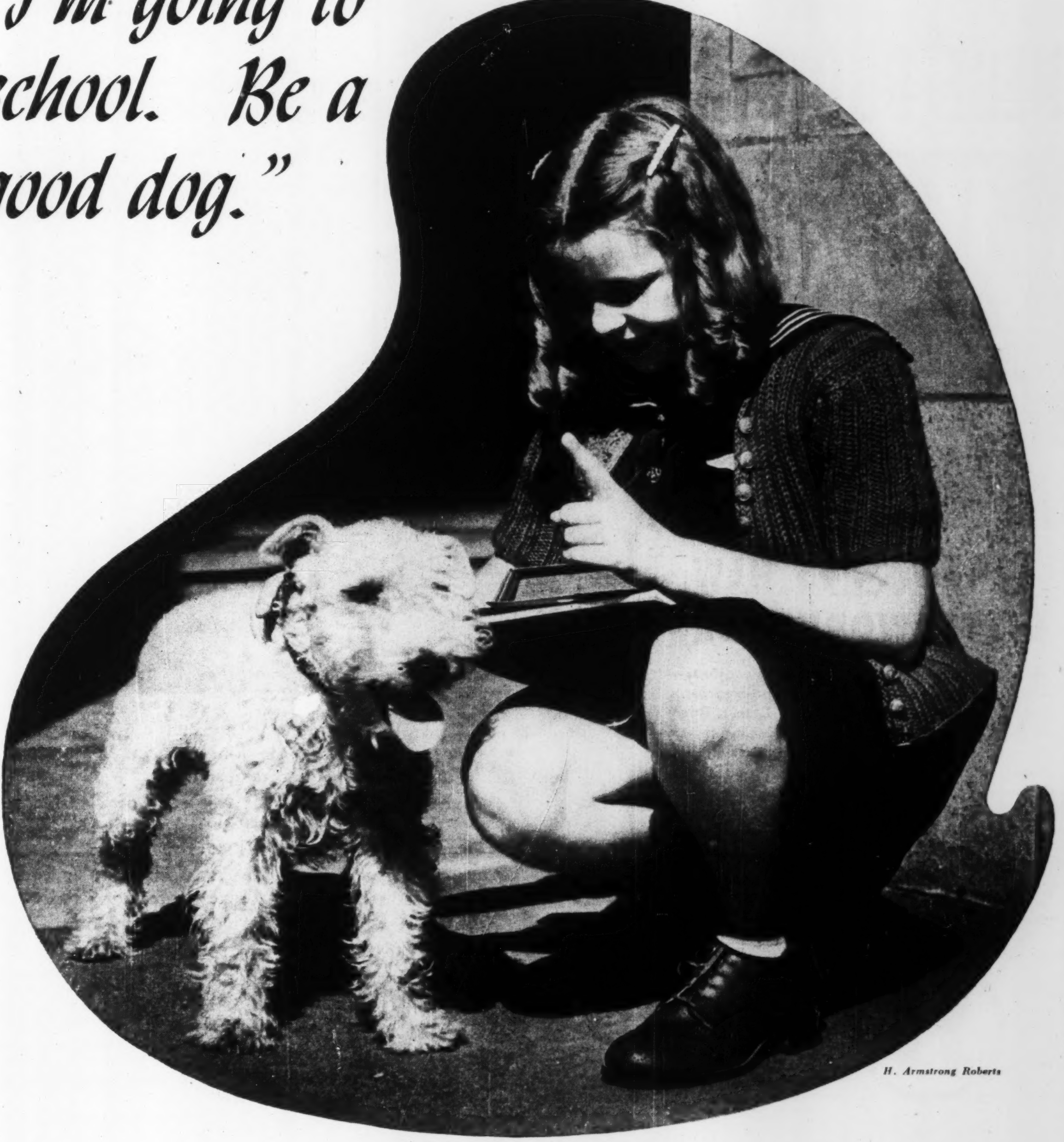
☐ **Set I** - Initial Consonant Sounds
☐ **Set II** - Vowel Sounds
☐ **Set III** - Advanced Consonants and Prepositions
☐ **Set IV** - Compounds, Suffixes, Prefixes, and Syllables
☐ **Set V** - Contractions and Advanced Phonic Forms

Total Amount of this order $....................

☐ Enclosed $.................... payment in full. ☐ Bill me. I will pay in thirty days. (Minimum credit order $4.00).

Name ....
Street or R. D. ....
Post Office & Zone .... State ....

"I'm going to school. Be a good dog."



H. Armstrong Roberts

Do you think this girl's pet will miss her? How can he spend the time while she is gone?

When she gets home, she will feed him and romp with him. What else can they do together? What does he need to be comfortable?

Why is it important to know how to care for a pet properly? How can you find out?

Would you like to make up a story about this girl and her little dog?

Perhaps you would rather draw a picture of yourself with your pet.

THESE "BOOTSTRAP" KIDS are *Wonderful!*

Now...65 NEW DITTO WORKBOOKS

New subjects include: Reading Readiness—Learning Forms: Books I-II (Kindergarten). Learning Words: Book I (Primer Level). Book II (First Reader Level). Birds: (Grades 2-4 level). Completely new and modern Arithmetic Books: 3 parts for each of grades 2 through 8. Simple Science Experiments: Books I-II (Middle Grades). Dozens of other titles by well-known educators, embodying teacher-approved procedures. Prices: $2.00 for gelatin; $3.25 for Direct Process. Get *FREE CATALOG NOW.*

"Pulling one's self up by the bootstraps" is a neat trick if it can be done, and your pupils *DO* it with DITTO lesson materials.

DITTO materials free you for creative teaching, while pupils not only learn but LEARN HOW TO LEARN. With DITTO materials you tutor the laggard, you profitably occupy the precocious, you stimulate all. You coordinate your activity and arrive at equalized progress—a bright class, a happy, relaxed teacher!

FREE! See for yourself how you stimulate interest, save hours of classroom time and virtually eliminate night work with abundant, low-cost DITTO Lesson Materials. Choose from 65 splendid new titles in the DITTO Workbook Catalog, sent FREE with sample lessons, ready to use. Each page of a DITTO Workbook makes 100 gelatin or 200 liquid copies. Mail the coupon now!

DITTO D-10
DIRECT (LIQUID) PROCESS DUPLICATOR

No stencil, no mat, no inking, no makeready. Up to 300 clear copies made directly from anything you type, write, draw or print through reproducing carbon. Makes 120 bright copies a minute, in 1 to 4 vivid colors at once. Fingertip "Magic" Copy Control assures all-over intensity of every copy, on any weight paper or card from 3" x 5" to 9" x 14". See DITTO in action—ask for FREE demonstration.

4 MILLION PUPILS IN 35 THOUSAND SCHOOLS ARE TAUGHT EACH YEAR WITH

DITTO®

FREE! NEW LESSONS AND NEW DITTO WORKBOOK CATALOG

DITTO, Inc., 661 S. Oakley Blvd., Chicago 12, Illinois

Gentlemen: At no cost or obligation to me please send me:

☐ Literature on New DITTO D-10 Liquid Process School Duplicator.

☐ Free Sample Lessons and New DITTO Workbook Catalog. We use a Liquid ☐ Gelatin ☐ type duplicator. (Check one.)

☐ Arrange a DITTO Demonstration for me.

Name____________________

School____________________

Address____________________

Post Office________ County or Zone________ State________

Fifty Years Ago
in the

NORMAL INSTRUCTOR
INSTRUCTOR PUBLISHING COMPANY • DANSVILLE, NEW YORK

September of 1902 was not bursting with political news, for it was the year of "in-between" elections. Republican William McKinley had won the presidency two years before. A former vice-president, Adlai Stevenson, prominent in 1900 as the defeated vice-presidential nominee on the Democratic ticket, had quietly slipped from the public eye.

~

"The opening bell of the new school year gives a varied tone to different teachers. To some it is a knell .... to others a peal of welcome. It is unnecessary to ask which teacher the pupils will enjoy the most."

~

A startling advertisement offered complete "Pyrography Equipment." This was not an underhanded aid to pyromaniacs. The ad merely offered "sturdy tools at a reasonable rate for burnt wood and leather decorations."

~

In a unit on Egypt—"Seven thousand years ago the Egyptians were accomplished in art and science and even then they possessed certain knowledge to which we yet are strangers."

~

For sale to use in your classroom—a tame, genuine Mexican Double Yellow-Head parrot "sold by Geisler's Birdstore, Omaha, Nebraska, largest mail-order house of this kind in the U.S."

~

Willie—Papa, will you give me a nickel for a poor lame man?
His papa—Who is he?
Willie—He runs the lemonade stand on the corner.

~

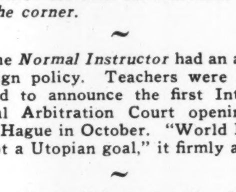
The *Normal Instructor* had an active foreign policy. Teachers were counselled to announce the first International Arbitration Court opening at The Hague in October. "World Peace is not a Utopian goal," it firmly added.

~

For the well-dressed male elementary teachers, the Home Buyer's Tailoring Company, Inc., offered made-to-order suits, $10 to $25—"a five-button sack suit with double notched collar and smart cuffless trousers, fourteen inches at shoe-top length."

~

"Eight dollars and ninety-five cents buys this high-grade, high-arm, twenty-year guaranteed, five-drawer, solid antique-oak, drop-head cabinet [Whew, still there?] sewing machine."



Lotte Jacob

Emily Kimbrough--
A Mother and a Well-Known Author Teaches Understanding

Identification Tags?

When my twin daughters were in the first grade they divulged excitedly one day at the lunch table a piece of news.

"We just found out," one of them volunteered, "that Ruth is a Jew," and the other twin followed with, "One of the girls in our class told us."

I thought to myself, "Well, here it is. You think you prepare for the day when your children are going to ask something that will lead into the facts-of-life story or this one about minority groups, but the questions always seem to come irrelevantly and at a moment when you are relaxed and totally unbraced for any such complicated activity."

I played for time while I endeavored to gather myself together.

"Do you know what a Jew is?" I asked them, and while they admitted they didn't, queried of myself, "Shall I say something like 'Ruth ought to be very proud—hers is a wonderful heritage. Some of the greatest men and women in music, in painting, in writing, in science, in learning, have given it to her.'"

But as I opened my mouth to speak, I decided not to make Ruth so special, and so I said, "Well, 'Jew' is one of those tags, like labels on jars of fruit and cans of vegetables, only not nearly so important. A Jew is a tag about a church. You have an Episcopalian tag. Other girls have a Catholic one, others Presbyterian, and there are many more.

"Then there's the tag about the part of the country you come from. You were born in Philadelphia, so you are Easterners. There are Southerners and Northerners and Westerners. I was born in the Middle West, and I have a special tag besides that—I am a Hoosier."

"A what?" one of the twins asked.

"A Hoosier," I repeated. "That means I was born in Indiana." I thought perhaps we'd had enough by this time so I added, "Go on with your lunch."

That night as the twins were going to bed they exchanged a look that any parent of twins recognizes as a communication between twins in their secret language, a communication that may or may not be shared. One of them voiced it.

"Mommy," she said, "if it won't hurt your feelings, we have decided to be Jews. *Hoosier* sounds terrible."

Some years later these same twins went to boarding school on the West Coast. At the end of two months they were well settled and had made friends. But it was not until the Christmas holidays that they felt firmly enough established to confide to me with reminiscent amusement that the first six weeks had been, as they phrased it, extremely "rugged."

When I asked the reason, one of them said, "Well, do you know, it turned out to be the darndest thing. We finally discovered what it was that made everybody mad at us. It was because we used our knife and fork differently than they. They said that showed we were Eastern, and they didn't like it."

I suppose this is one of the oldest incidents in the world—the resentment of one individual at another who happens to be in some detail different. But I think that the story will, and can, fade into the oblivion of boredom only when we teach our children to remove those generalizing tags that are not only unjust but inaccurate; when we explain to them that we do not put on jars and cans the general labels of *fruit* or *vegetable* or *soup*, but the specific ones of *applesauce, peaches, carrots, spinach, tomato soup* or *chicken*.

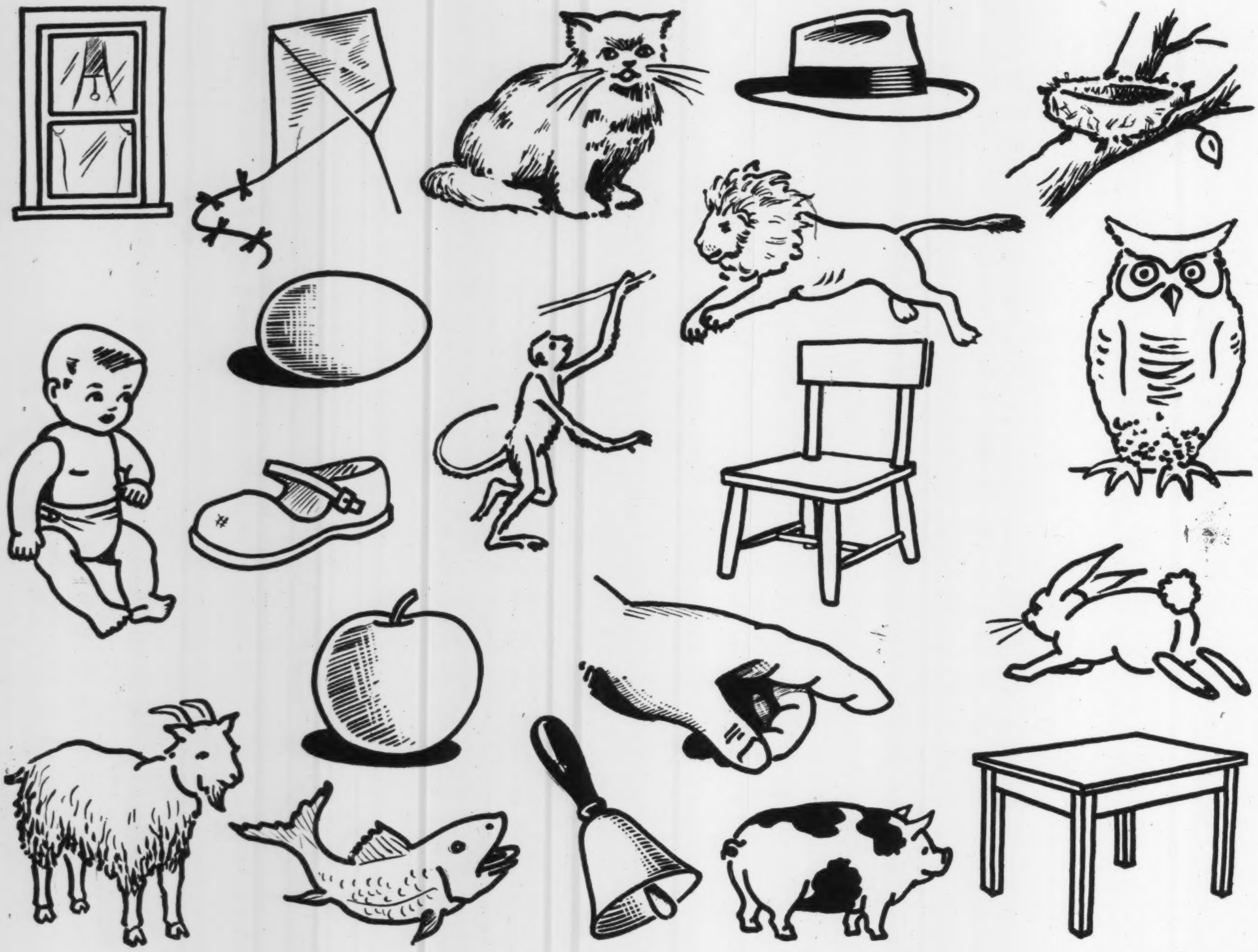
Mary Smith has red hair and a pleasant laugh. Bobby Brown is tall, likes music and is good-natured, or perhaps he isn't—but good-natured or quick-tempered, these are the important things for a child to learn about human beings. His skin may be brown, his eyes may slant; neither of those attributes makes him Bobby Brown, so those are tags, it seems to me, that ought to be thrown away. These outward signs do not truly identify the person.

Emily Kimbrough

Give This Year's Problems a Light but Steady Touch

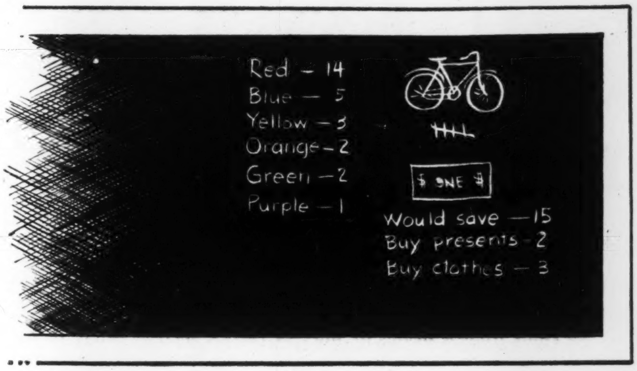
Make Easy Flash Cards

THESE words and drawings will help teachers assemble their own primary flash cards. There is enough material here to make two sets of ten flash cards each. Put a word on one side of a tagboard card and the picture of the object upside down on the other side of the card. Punch two holes at the top of each card and fasten ten cards together with metal rings. Two pupils can use one set together. One child shows the picture for the second child to identify. Then reverse the cards so that recognizing the word becomes the problem.



apple	fish	kite	pig
bell	goat	lion	rabbit
chair	hand	monkey	shoe
doll	hat	nest	table
egg	kitten	owl	window

These words are from the first 500 words of the Gates Reading List.



INFORMAL STATISTICS ARE *FUN*

Doris Singleton

**Teacher, Third Grade, Southview School,
Springfield, Vermont**

SEVENTEEN out of my twenty-seven third-grade pupils wish they were older. No one's favorite food is ice cream or candy, as you might expect, but five of the group like some form of corn best. Apples rank next, three preferring those. Soup and turkey get two votes apiece; other preferences mentioned are lamb, ham, carrots, parsnips, hot dogs, oranges, and bread.

But you are asking, "How do you know these things?"

You would be surprised to know what I've learned through what I call "informal statistics."

For instance, reading is the favorite subject of seven pupils. Spelling and science rank second in popularity, and almost every other subject got at least one vote. One boy wrote that he "didn't like none of them," indicating that special motivation methods need to be supplied.

Such revelations show me where I need to improve as well as giving me firsthand insight into pupil psychology.

"But how do you find time to go over exhaustive questionnaires and all that?" you say.

My answer is that I don't find time. That's where the informal part comes in. I correlate my investigation with other work, evaluate it only in the light of common sense, and drop it whenever I'm not in the mood. That way it stays fun.

To be more specific, here's how I found out about my pupils' subject preferences.

We were studying how to write complete sentences. I needed a practice lesson. Then came the idea: Why not make it fun? Children usually like to answer questions about themselves and some of the answers might prove interesting.

The resulting nine questions, written down just as they came into my head, were:

1. What game do you like best?
2. What do you wish for most?
3. What is your favorite color?
4. What is your favorite food?
5. What school lesson do you like best?
6. What would you do if you had a dollar?
7. Can you ride a bike?
8. Can you ride a horse?
9. Do you wish you were older?

Now what did I learn that had value to myself and to the school? Following is a summary of the children's answers to each question with my analysis of their significance.

Some kind of ball game—kickball, basketball, just ball—was the choice of nine children, a factor to consider in motivating the physical-education program.

An analysis of their wishes brought out, more than any other question, the fact that I teach twenty-seven *individuals,* something no teacher should overlook. Five children wanted a bicycle and six children either were absent or didn't choose to express themselves. But the other sixteen answers were sixteen different ones.

It wasn't surprising to find a child wishing for a Roy Rogers suit, vacation, a horse, a rabbit, or a dollhouse. But I didn't expect to see these wishes:

"I want a new baby at our house."

"I wish I could find things."

"I want school every day."

"I wish to take a trip around the world."

"I wish my brother would come home from the Army."

Each of the above reveals something to me.

Louise chums with two girls each of whom has a baby sister right now. She hears them discuss holding the baby for the first time, preparing its bottle, and weighing it weekly. It seems to her to be a topic that carries social prestige but she has no two cents to put in.

Joseph is brilliant but untidy. In failure to find things, he shows that he is frustrated by his own shortcoming, a clue to how to teach him orderliness if ever I found one!

Raymond wants school every day because he is bored at home.

Louis, who wants a trip around the world, has a good mind. He enjoys social studies more than anything else in school and always volunteers to look up information for me. He has taught himself how to use the dictionary! Here is a boy I need to keep supplied with travel stories and stories of other lands.

Little June misses her only big brother, who joined the Army last fall. I must never be too busy to express interest in what Don writes home or admire what Don has sent her.

Half my pupils like red better than any other color. Only five chose blue, the closest runner-up. I try to use red backgrounds for mounting pictures in the classroom, a bit of red ribbon in my hair, or a red flower on my dress. But giving the children what they like is not the whole story. I use art-appreciation lessons to deepen their feeling for all colors.

Evidently my class as a whole realizes the value of money. Fifteen pupils say that if they had a dollar bill they would save it. Two are generous; they would "buy Mom and Dad something." Three of the rest would spend it on articles of clothing, and one urchin, whose number sense is nil, would "play with it." As never before, I realized the need for a way to help that child.

It was from whimsy alone, because horseback riding is my special passion, that I included the seventh and eighth questions on the paper.

All of the children claimed to be able to ride a bicycle, and if the day of the horse is passing they seem not to know it. Seventeen said they could ride one! One other said yes, he'd ridden a mile, and two didn't know. They'd never tried it.

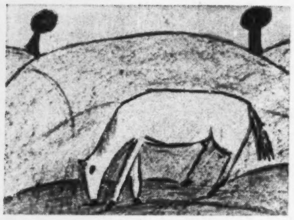
There are lots of other ways to gather your statistics. Ask the children to make you a picture of something they did on their last vacation or something they want to do during their next one. What activity appears most frequently? Get them to tell about the funniest thing they ever saw or their most exciting experience. What type of happenings seem to tickle them or to stir their imaginations?

Give occasional arithmetic or spelling tests. What number facts or words are missed by most pupils? Give attention to those errors in group work and save yourself hours of individual remedial work.

Perhaps you have a storytelling hour. Keep a list of the stories you've told the children and mark each one they especially liked. Use another symbol for any story that fell flat. Next year you'll glance at the list and know right away what story is best for opening day and what story to let collect dust.

Statistics you gather in this way may not be quite as scientifically accurate as those you'll find in a psychology text, but they will be meaningful to you. That is the real point.

MY THIRD-GRADERS
Study Horses



The enthusiasm for stories of horses shown by girls and boys of all ages indicates a genuine interest in these fascinating animals. Discussion in our third grade, however, revealed that most of the children actually knew very little about the care of these animals and were only vaguely aware of a few breeds. Eleven of the thirty children had never touched a horse, and only half had ever ridden one. It seemed wise to supplement their interest with the opportunity to clarify concepts and extend information.

We felt our unit was interesting and worth while. The following outline may suggest how you may develop a similar interest.

My Aims for the Class

To develop further the present interest of the children in horses.

To encourage inquiring minds by raising questions for thought and study.

To help the children acquire the vocabulary needed to talk freely about horses and to make use of this vocabulary in interpreting direct and vicarious experiences with horses.

To help the children learn of the uses of horses; for example, earlier uses, with some knowledge of the history of the horse, and present uses of horses for work and for pleasure.

To help the pupils learn various types and breeds of horses.

To help the children discover that horses require particular foods, equipment, and care, if good performance is to result.

To guide the study in a direction that will help the children learn of animals that are related to the horse.

To encourage a desire for extensive reading to learn more about horses.

To assist pupils in organizing and using acquired information.

To grow with the girls and boys in knowledge and appreciation of horses.

The Children Wanted

To be able to recognize different types and breeds of horses.

To learn in what ways horses have been useful to man and how they are useful today.

To learn what care, food, and equipment are necessary in order that horses may work efficiently.

To learn what is meant by the different gaits observed at horse shows.

To learn the vocabulary necessary in order to talk intelligently about horses.

To visit a stable to observe the correct care of horses.

To read stories about horses for information and enjoyment.

How to Begin

Read to the class a horse story which challenges the children to ask questions.

Display books on the library table which will bring up requests for stories to be read, or questions for discussion.

After a child has related an experience with a horse or pony, develop a discussion which will bring out questions for study.

Arrange a bulletin board which will stimulate questions for discussion.

Horses, Horses, Horses

Relate experiences with horses or ponies, such as riding them or watching horse shows.

Read to find needed information.

Bring to class some of the equipment used with horses. Discuss the use of each.

Have foods required for horses brought to the classroom.

View filmstrips and movies related to the unit.

Discuss pictures, flat or projected, relating to the unit.

Invite a resource person—veterinarian, trainer, or farmer to talk to the group.

If a horse's skull is available from the science department, study it, pointing out the teeth, jawbone, and so on.

Take a trip to a stable or a farm to observe the care and training given to horses.

Those School Subjects

A. Language arts.

1. Oral language.

a) Discuss and report on trips taken.

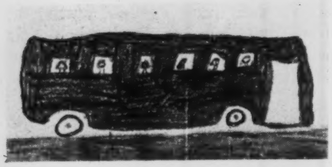
b) Make up riddles about different breeds of horses.

c) Give book reports.

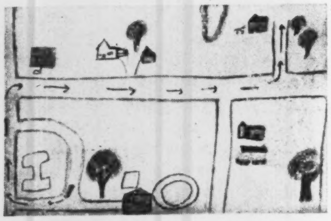
(Continued on page 72)

Mildred Russell Blackman
Supervisor, Third Grade, Campus School, Iowa State Teachers College, Cedar Falls, Iowa

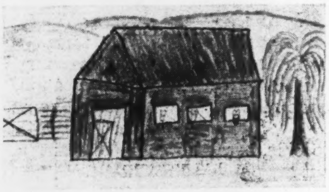
A Picture Story of Our Trip



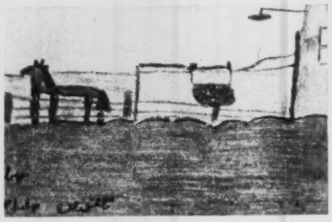
We went to the stable in a school bus.



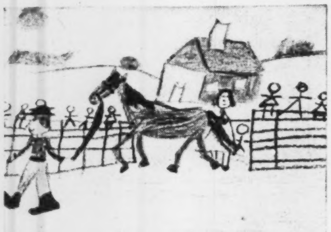
This map shows the roads we followed.



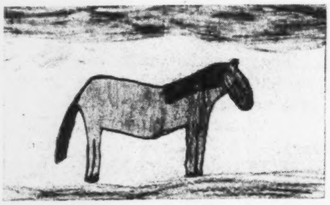
The first thing we saw was the stable.



We went in all the barns and yards.



We watched some horses from the fence.



Many horses were in the pasture.

A COLOR CHART

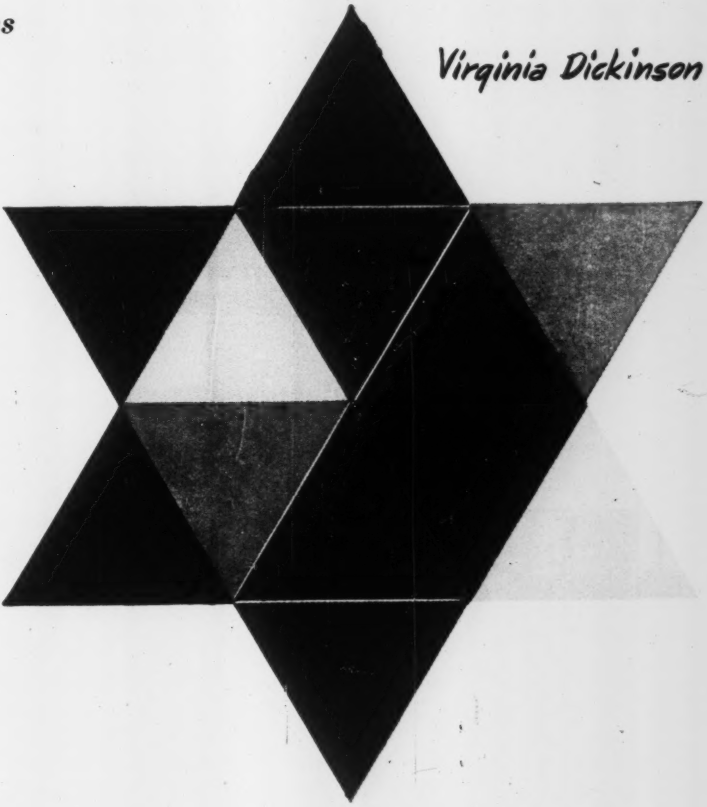
with Lots of Possibilities!

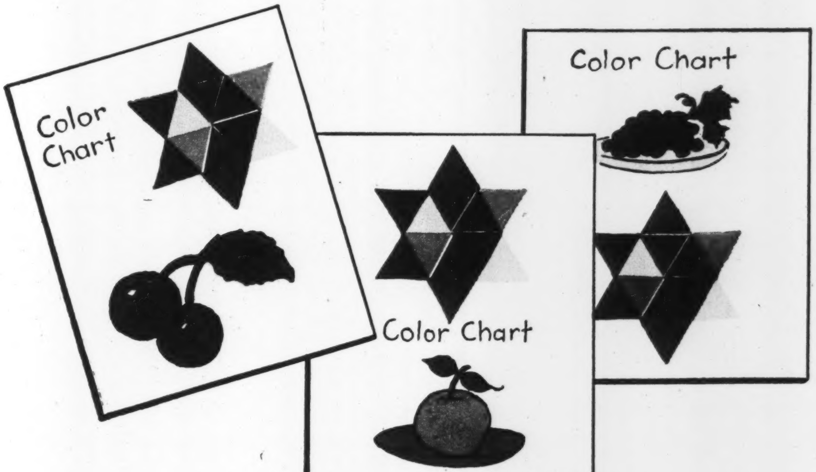
Many classes start with a color unit in the fall. Here is a chart to which the children could refer all year.

Virginia Dickinson

Here are the Six Color Combinations children should know about.

- **Complementary**—two opposite colors. This color harmony should have one of the hues tinted, shaded, or dulled for a satisfying appearance.
- **Analogous**—two colors adjacent to each other. This gives a pleasing effect because each color has some of the pigment of the adjoining one.
- **Perfected**—a combination of complementary and analogous. The startling effect of the opposite colors is modified by the third color.
- **Dominant**—shades and tints of the same hue. Sharp contrasts must be employed if this arrangement is to be effective.
- **Triadic**—three colors that would form a triangle on the color chart. This gives a bizarre effect and is often used in modern art.
- **Contrasted**—a single color with the neutrals black, white, or gray. Warm colors are generally blended with black and gray, while cool colors look best with white or very light gray.





TO CONSTRUCT this six-pointed color star, children need only a compass and a ruler. Coloring should be done quickly for this is a work chart. Everyone does it alike so you have common basis for discussion. Then the fun begins for it's really a magic square, any way you look at it.

The two triangles formed by the three outside points are either the primary or secondary colors, as well as being triadic color combinations. Every outside triangle is also back to back with its complement.

On the inside, every triangle is analogous to its neighbor, and at the same time it points directly to its complement.

For perfected color harmony, start with any outside triangle, add the adjacent color and one of its neighbors.

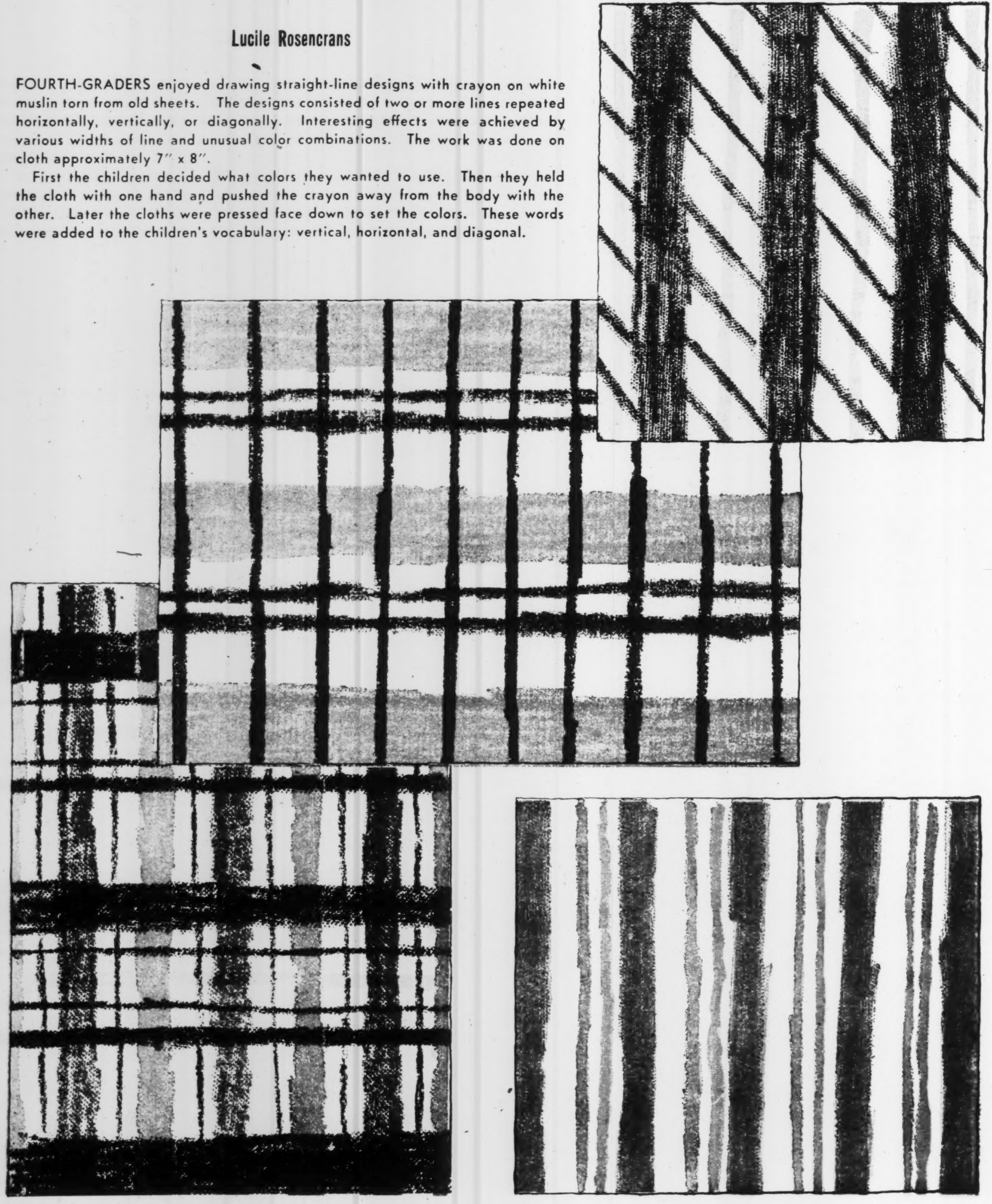
As a sequel to your lesson, have the children experiment with the color combinations.

STRAIGHT-LINE *Designs on Cloth*

Lucile Rosencrans

FOURTH-GRADERS enjoyed drawing straight-line designs with crayon on white muslin torn from old sheets. The designs consisted of two or more lines repeated horizontally, vertically, or diagonally. Interesting effects were achieved by various widths of line and unusual color combinations. The work was done on cloth approximately 7″ x 8″.

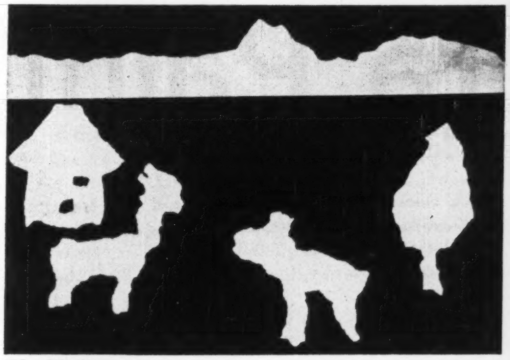
First the children decided what colors they wanted to use. Then they held the cloth with one hand and pushed the crayon away from the body with the other. Later the cloths were pressed face down to set the colors. These words were added to the children's vocabulary: vertical, horizontal, and diagonal.

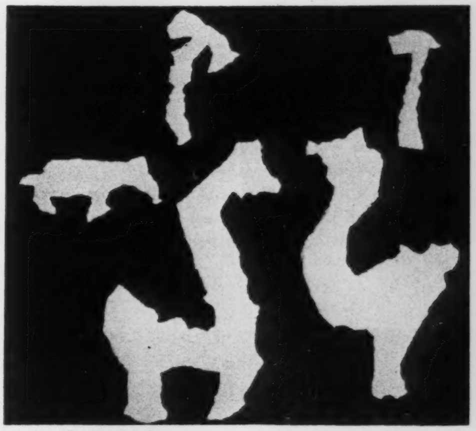


Fingers + Paper + Paste + Imagination + Children in Grades 1-6 = Creative Pictures

June Ryan

Art Consultant
Public Schools
Willow Run
Michigan


The Visitor


Animals in Africa

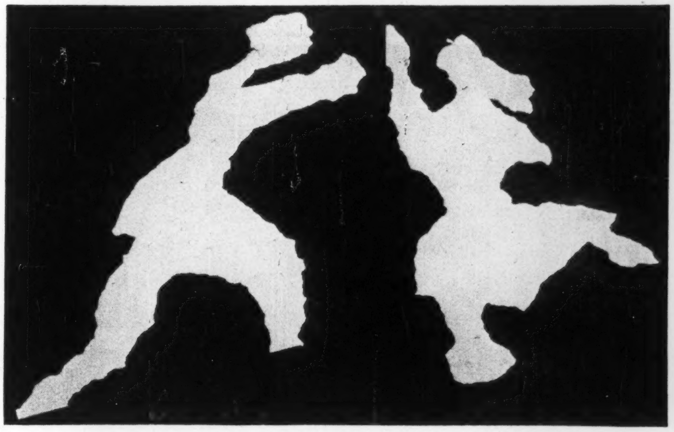
UP, DOWN, IN, and OUT, the teacher tears a paper as she tells the children, "There's magic in our fingers." Then, she shows them the piece of torn paper and asks what it looks like—to spark their imaginations. A tree, an animal, a bird, a house, a cloud, a piece of machinery, or a person may be the answer. All the children will be eager to try this activity.

START EACH child with a sheet of mimeograph paper and a larger sheet of dark-colored construction paper. The teacher may suggest making scenes, using the edges of the sheet of paper for hedges, trees, and clouds. When the children have torn their designs, they can begin to arrange them on the colored paper. Then, when they are satisfied with the composition of their magic pictures, the pieces may be pasted on the construction paper. If necessary, the background may be trimmed to give better balance to the picture.

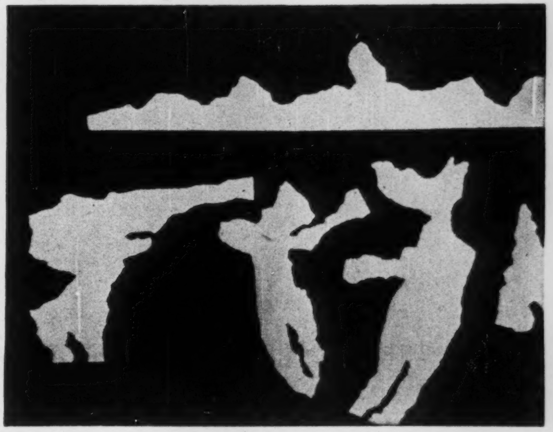
IF SOME children have difficulty tearing the paper, these instructions may be helpful. Hold a sheet of paper between the forefinger and thumb of the left hand, and tear the paper with the same fingers of the right hand—keeping the four fingers close together. The left-hand fingers follow along the torn edge.

THE FULL value of this handwork can be achieved when each child eagerly tells the story behind his scene. Even the timid child will like this activity. Everyone can tear paper and there's a picture in every piece! [The pictures on this page were made by pupils in Mrs. Ava Phillips' fourth grade at Simmons School.]

The Dancers



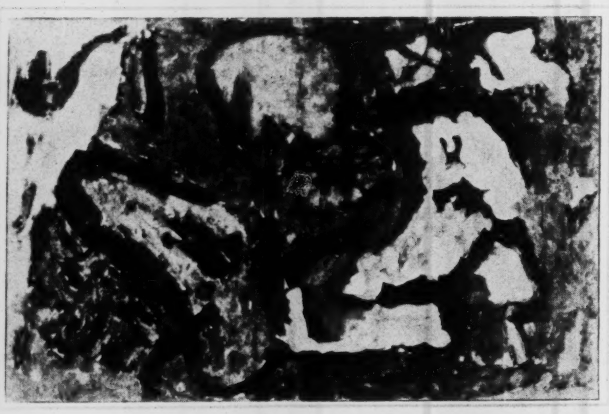
Elephant Teasing the Animals

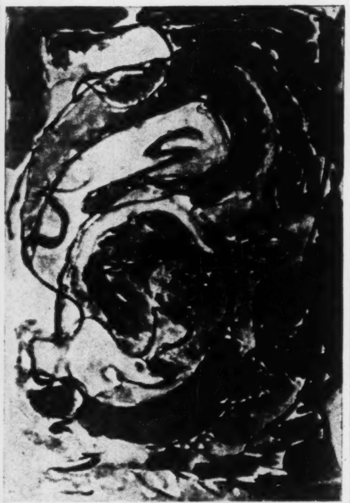


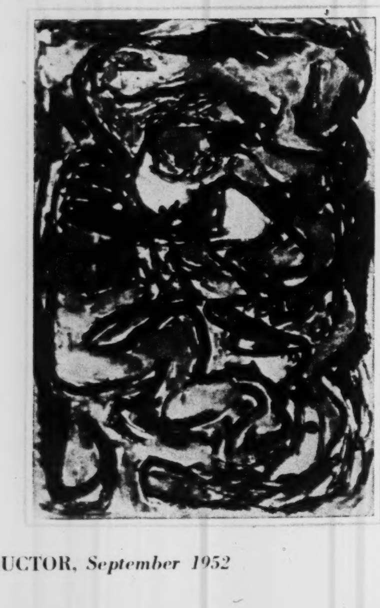
CREATIVE DESIGNS with Tempera Paint

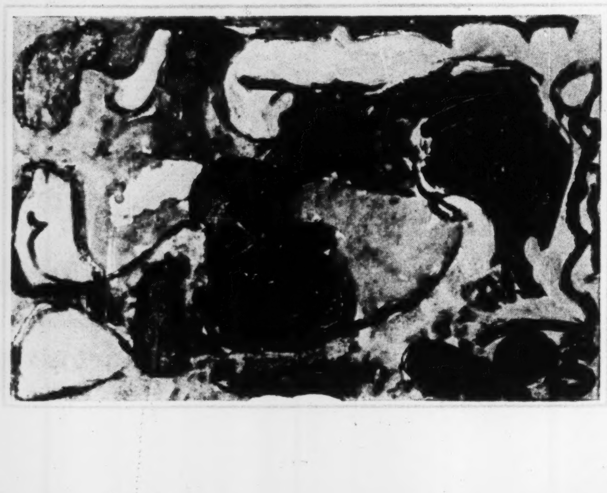
Lucile Rosencrans
Principal, Wintersteen School,
Plattsmouth, Nebraska

KINDERGARTEN and **PRIMARY** children can easily make colorful designs like these with powder paints and sheets of 12″ x 18″ drawing paper. To begin similar original designs, let the children make black lines all over the paper. The next step for them to do is to fill in the spaces with several paint colors. Regardless of artistic ability, each child will receive a measure of satisfaction from his efforts in this form of creative art. Display the pictures for all the class to enjoy.

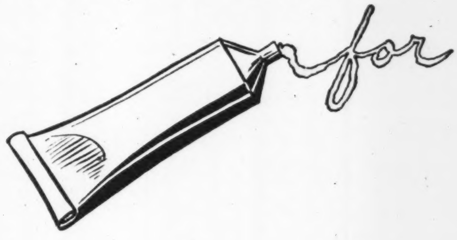








SIPPING STRAW CONSTRUCTION



SOCIAL-STUDIES DIORAMAS
HANDCRAFT LESSONS
CLUB PROJECTS
RAINY-RECESS FUN

MANY children will enjoy making miniature furniture and equipment out of sipping straws and toothpicks. Of course, the little models will not stand rough handling, but they are satisfactory for setting up dioramas and sand-table scenes. They give plenty of scope for creative ingenuity.

No two persons are likely to make a model in exactly the same way, but some general directions may be of help.

Wax-paper straws, toothpicks (try those pointed at both ends), and glue (preferably clear household cement) are needed. Stiff paper makes good material for seesaw boards, swing seats, and so on. To make the swing, slip string through a short piece of straw and dip the ends in glue before fastening to the top crossbar. Glue-dipped string could also be used for bridge cables.

Glue will hold better if the areas to be glued are scraped lightly with something sharp. Allow glue to dry thoroughly.

Where straws cross each other, it is a good idea to pinch them flat. When a toothpick is to be inserted into a straw, punch a hole with a pin, dip the end of the toothpick in glue, and push it into the pinhole.

Idea Check List

PIPE-CLEANER figures of children and animals go well with these models.

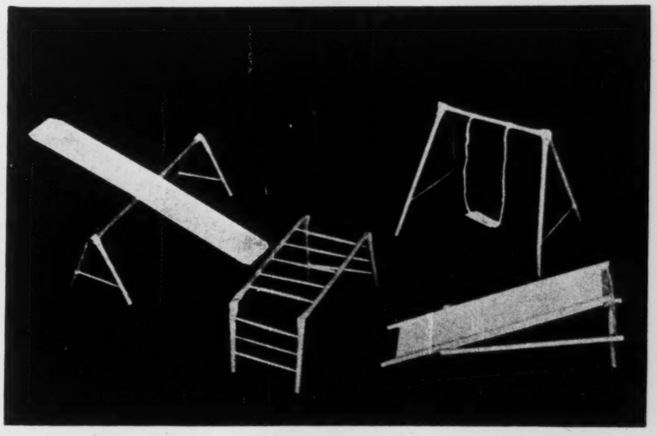
FOR the confined-at-home child, let the class make a pastime package of straws, toothpicks, a tube of glue, and a model, to send with their get-well note.

FUTURE engineers in your group will find these materials handy for towers, bridges, and oil wells.

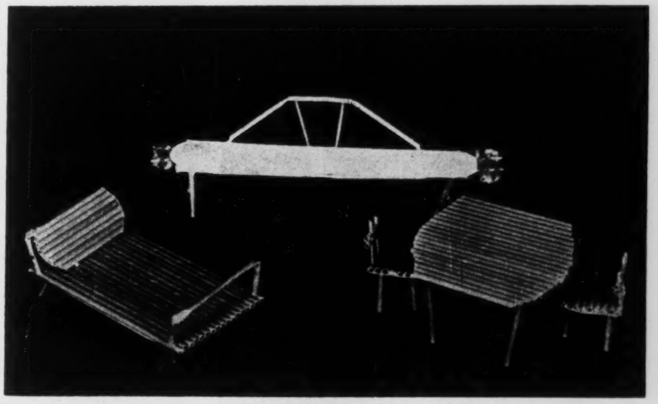
HISTORICAL, geographic, or current-events dioramas will be more fun than ever made with "sticks and straws."

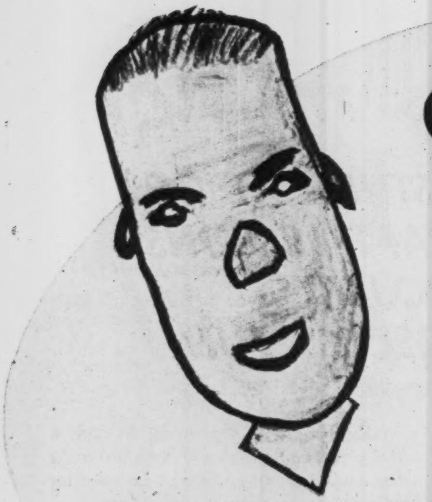
YOUR COMMUNITY scenes built in miniature specially appeal to children.

Lillian Omundson



These samples were made by fourth-graders. Children in the middle and upper grades will be able to do this project with ease.





CRAYON PORTRAITS

FOR PRIMARY GRADES

Pauline Roberts

Teacher, Second Grade, North La Junta School,
La Junta, Colorado

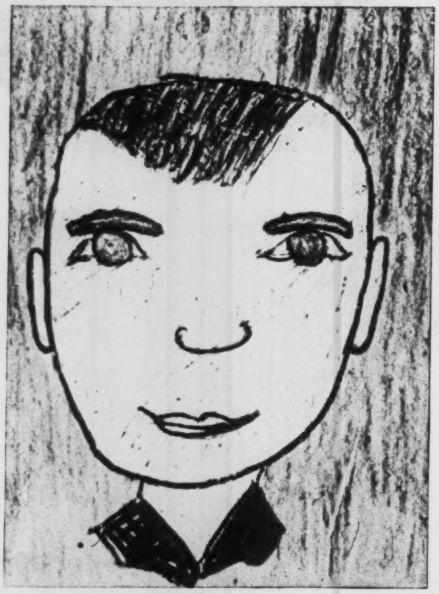
SECOND-GRADERS enjoyed a lesson in drawing portraits, and had very good results. Our aim was to obtain a stimulating picture with balance of line and form, correct feature placement, and good use of color.

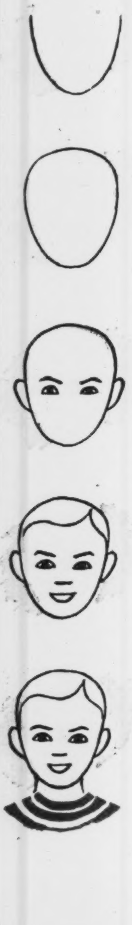
A boy faced the class and attention was called to the oval shape of his head. Steps in making a face were shown on the blackboard. A U was made first and the top rounded to complete an oval. The class found that the model's eyes were halfway between the top of the head and chin. Eyes and eyebrows were added. The ears were found to be even with the eyes. A wavy line was used to represent the nose.

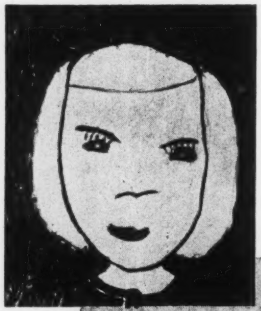
Each child drew the oval and added features with a black crayon. They used a flesh-colored crayon for the face and any appropriate shade for the hair and eyes. A contrasting color was selected for a background.

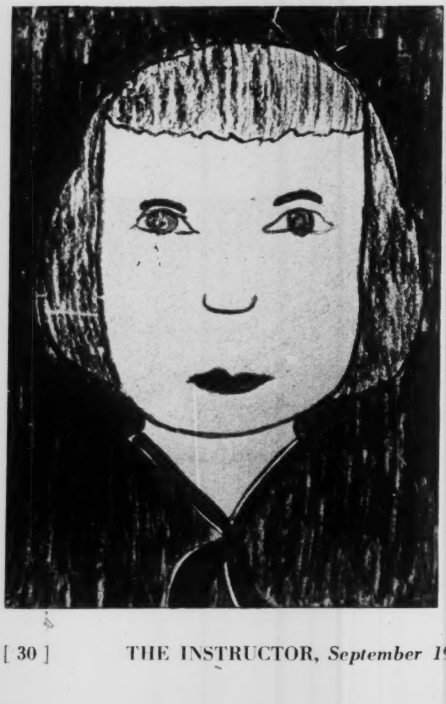
In a later lesson, girls were used for models and the class had experience in drawing hair styles. Simple hair arrangements are best.

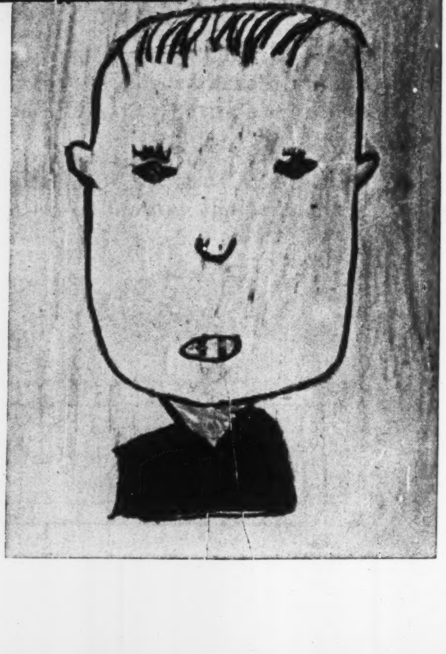
The pictures resulting from these lessons were of the caricature type, but the young artists were very much pleased with them. Besides the genuine pleasure of creating a new kind of picture, they became more observant of the details of line and form.











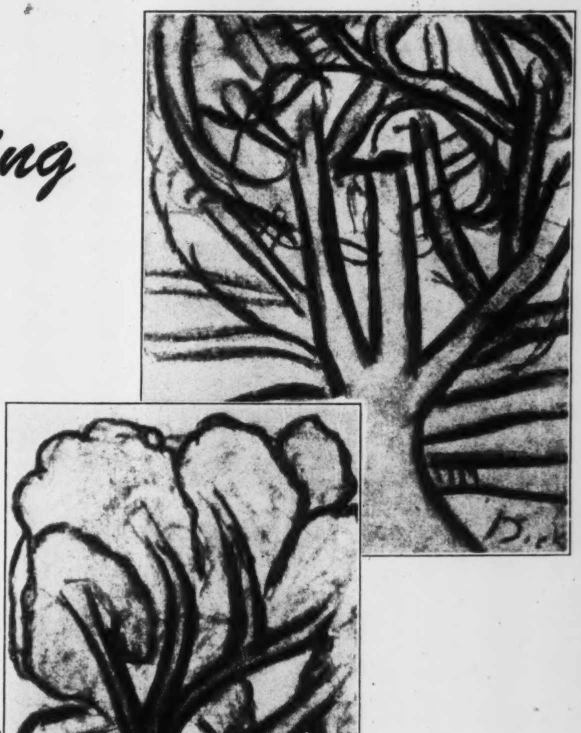
THIRD-GRADERS

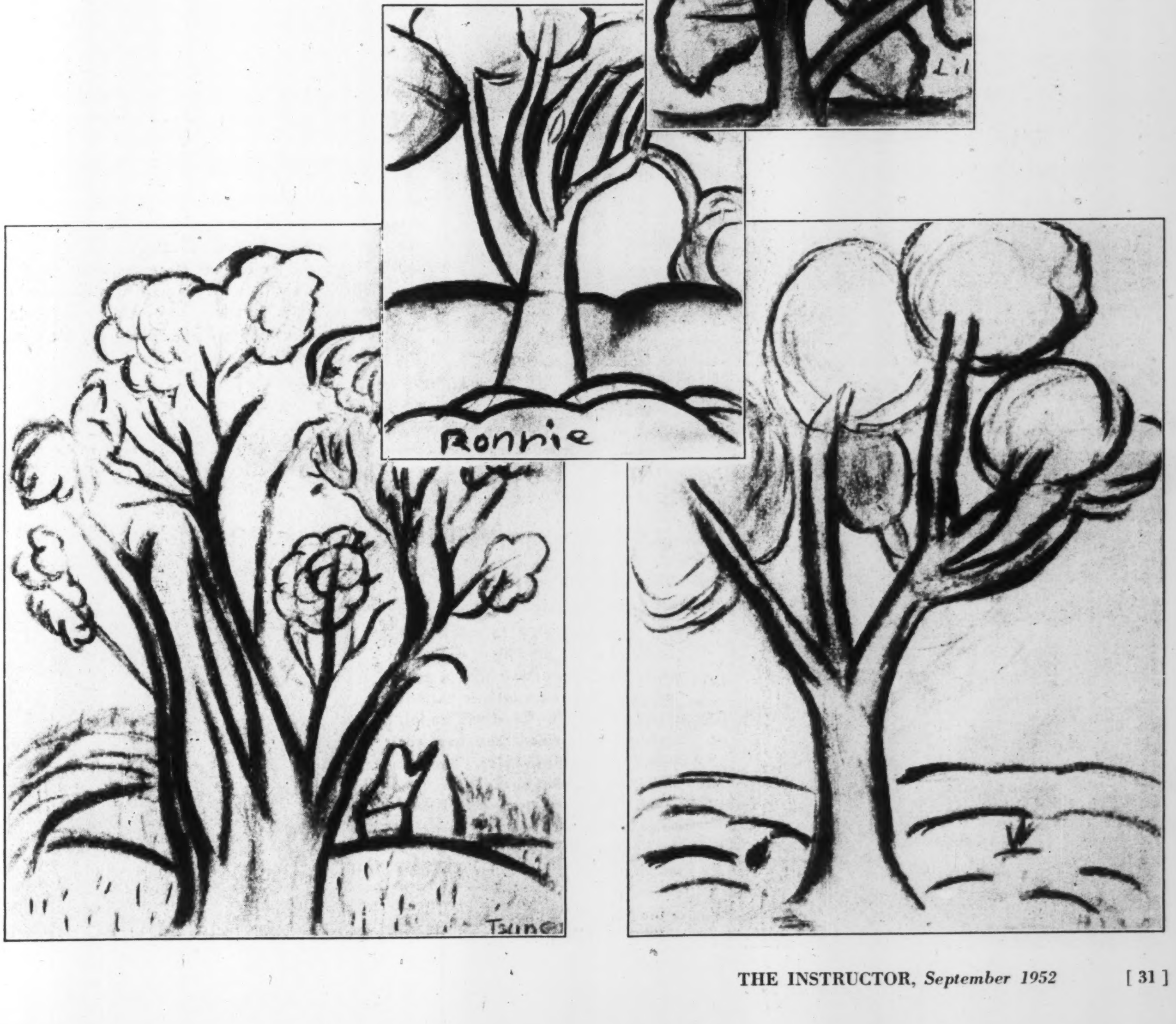
Go A-Sketching

GERTRUDE CHRISTOPHERSON

WITH charcoal in hand, and drawing paper fastened to a cardboard, my third-graders feel grown up when we go sketching. Our favorite subject, a tree, is a few blocks from school. After reaching the place where we get a good view, the children sit on the curb. They study the shape of the tree and begin to draw, recalling what has been discussed—how a tree grows, how its branches get smaller toward the top, and how one can sometimes see through the leaves. As they sketch, I hold up individual work to show how one child fills the paper, how one uses light and dark, how another makes leaves, or how another has seen the lowest branch.

After getting satisfactory sketches and mental pictures of the tree, we return to school. The children outline the trunk and the branches heavily. They blend the inside of the trunk, branches, and leaves by rubbing with two fingers. Some children sketch in hills seen in the background, or grasses and bushes seen near by.





Learning to Model THINGS SOLID

Jessie Todd

Instructor in Art, Laboratory School,
University of Chicago

Illustration 1

The Fourth-Graders Modeled Clay Figures

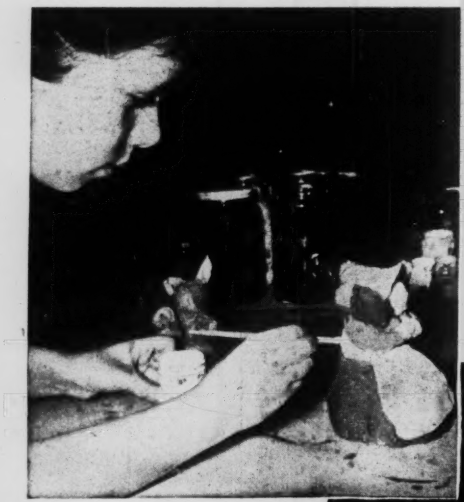


Illustration 2

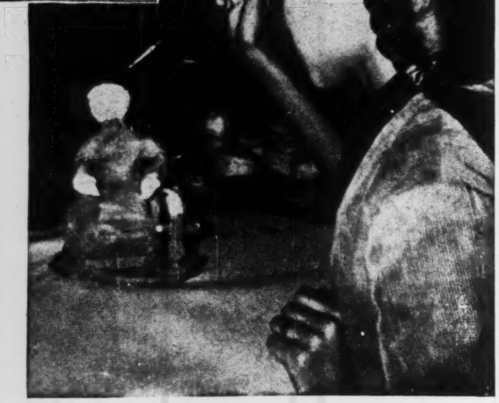


Illustration 3

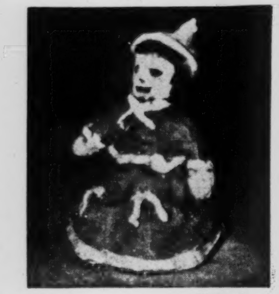


Illustration 4

MODELING these solid figures was a definite lesson which the teacher felt was needed to help the fourth-grade children enjoy working with clay. In free periods previous to this lesson, some children had worked unenthusiastically modeling the same little bowls over and over, or modeling thin things which broke easily. In this lesson, everyone began with a lump of clay about ten inches high. The neck was pinched in and the arms pulled out on opposite sides, just below the neck. Then the waist was pinched in and the arms molded and arranged as each child wanted.

Marianna, in Illustration 1, is going to make the trimming on the dress match the trimming on the woman's hat. In Illustration 2, Nancy has modeled a bonnet-shaped hat on her figure. Now she is giving her a white apron. Illustration 3 shows a mother and child modeled close together on the same base. The little clay figure in Illustration 4 is charming when you look at her from any side. Learning to work with large lumps of clay is an important art experience for children.

The Sixth-Graders Made Clay Heads

THE sixth-graders enjoyed using large lumps of clay to make just heads. Sue is modeling a man's head. She is working like a real sculptor. This is an artistic experience for her. The head will be left in natural clay color. She does not intend to paint it in color. She will give it only a coat of shellac.

Bob is having a wonderful time with his clay. He is going to paint the head with several brilliant colors to give it a humorous clownish effect.

Clay is a very important art medium in a child's development.

Kindergarten and Primary Stories

Poor Paul Pingle

DOROTHY DILL MASON

IN THE town of Pillingham in the county of Pishposh lived a little boy named Paul Pingle. Paul was rather an odd little boy. He looked just like everyone else, but he was allergic. "Allergic" means that you can't be around certain things or you will have all sorts of unpleasantness, such as bumps or lumps or itches or sneezes. Paul was allergic to the letters of the alphabet—all of them, that is, except P, which began his name.

Paul had to live a very funny life indeed. He could eat potatoes but not beans, pork but not beef, pumpkin but not squash, peas but not spinach, pickles but not jam. He was lucky at dessert time, though. He could have prunes and pears and peaches and plums and all kinds of pie and pudding. He felt rather sorry when cake or cookies or candy or ice cream was passed around, but he could have all the peanuts and popcorn he wanted. What would a boy do without those?

Paul had a little trouble with clothes, too. He could wear only pink and purple. His friends at school would giggle when he came in wearing purple pants and a pink shirt, but wearing anything brown or blue gave him goose bumps all over!

Paul felt he was very lucky at school, however. You see he could not study reading, arithmetic, spelling, or geography. When the other children worked on those subjects, Paul just sat around and painted or printed.

Paul could play all the time, but he couldn't work. He did practice the piano though, so he didn't waste all his time.

Paul loved pets. He had a puppy named Pal, a parrot called Polly, and plenty of polliwogs, but he couldn't have a kitten or a rabbit or a horse or a chicken.

He loved his mother's flower garden. His mother had been very careful to plant only the right kind of flowers. Her garden was filled with petunias, pansies, pinks, peonies, poppies, and primroses. One time a snapdragon came up from a seed a bird brought from somebody else's yard, and when Paul saw it, he sniffled for an hour.

There were some pine trees in the front yard and some poplar trees in back. A flowering plum grew by the door, and a pretty picket fence enclosed the yard.

It was indeed lucky that Paul's mother was named Priscilla and his father was called Pat. When his baby sister was born, they named her Pamela, so Paul could be around her. He loved to have his grandfather Patrick come to see him, but when his Aunt Alta visited his mother Paul stayed outdoors.

Paul was quite a lonesome little boy. There weren't any children in the neighborhood with whom he could play. If he spent as much as ten minutes with Sue or Carol, he sneezed his nose off.

One morning he saw a moving van stop at an empty house down the street. As he watched, a car drew up in back of it, and a little girl and a bigger boy got out.

"What do you suppose their names are?" Paul wondered.

He raced down the sidewalk and called to the new children, "What's your name, huh?"

They looked at him and smiled. "My name's Peter," the boy said, "and my sister here is Penny. Can you play with us?"

Paul noticed that Peter had a popgun in his hand, while Penny carried a puzzle game. "I sure can!" he cried, starting toward them with a whoop of joy.

Can you write a story like this? See if you can make up one about a girl named Sarah, a woman named Mrs. Malone, or a man named Bill Boone. Or maybe you'd like to use your own name and initial.

The Wonderful Birthday Present

RITA PUTTCAMP

HAPPY birthday, Judy," said Daddy.

"Happy birthday, dear," said Mother.

"Happy birthday to you," said Betty and Bob and Ralphie, Judy's sister and brothers.

"Agoo," said Vicky, which was her baby way of saying "Happy birthday, Judy," too.

"Thank you," Judy remembered to say politely, even though her sparkling brown eyes were glued to the pile of presents beside her plate.

"Open them!" cried Betty.

"You'll like mine best," said Bob.

Judy opened a little present. It was a set of hair ribbons. Mother had written "From Vicky" on the little card.

"Thank you, Vicky," said Judy and gently kissed her baby sister.

"Agoo," said Vicky.

Next Judy found a pair of red plaid socks from Bob. "Thank you, Bob," she said.

Ralphie's present was a colorful charm bracelet.

"It's just beautiful, Ralphie," declared Judy, happily trying it on her wrist.

"Why, Betty, this is wonderful!" Judy said when she opened another package. Betty had crocheted the edge on a handkerchief for her sister.

Then Judy opened a bulky package, which contained a soft scarlet wool sweater from Mother. A little package from Daddy held a gold locket and chain. Judy kissed Mother and Daddy.

And last, there was a birthday card from Aunt Alice. In with the card was a crisp dollar bill.

"Oh, look!" cried Judy breathlessly. "A dollar!"

Judy had never had so much money to spend before. Now she could buy one of the doll dresses she had seen at the five-and-ten.

That afternoon after school, Judy and Mother went downtown on the big yellow bus.

"We haven't much time, so I'll leave you here to look around while I do my errand," said Mother.

Judy looked around at the many wonderful things there were to spend her money for—dolls and doll clothes and little sets of plastic dishes; books to read, books to color, books to trace; balls and jacks and skipping ropes; crayons and records—anything a little girl's heart desired.

All Judy had to do was choose. She had wanted that ruffly pink taffeta doll dress but—

Ralphie would love that bright red truck. Those cute blue rubber boots would just fit Betty's doll. Bob could really use that fat box of *sixteen* crayons. And that dear little baby doll even looked like Vicky.

The dollar was gone in a jiffy! Not a penny was left! But Judy didn't care a bit about the ruffly pink taffeta doll dress. Her arms were full of packages and she was more excited than she had been this morning.

Then Mother came. "Ready?" she asked, smiling at Judy and her packages. "You certainly got a lot for your money, didn't you, dear?"

Judy nodded. When they were on the bus, she showed Mother her treasures. Almost, she could see Ralphie's small hands around the red truck and Bob's grin when she gave him the crayons; Betty excitedly fitting the little boots on her doll and Vicky cooing over the little doll baby.

"What will you say to Aunt Alice when you thank her for the dollar?" Mother asked after she had admired all the gifts. "She gave it to you for yourself."

"I don't know," said Judy in a troubled voice. "She didn't say what to buy with it."

"No," agreed Mother.

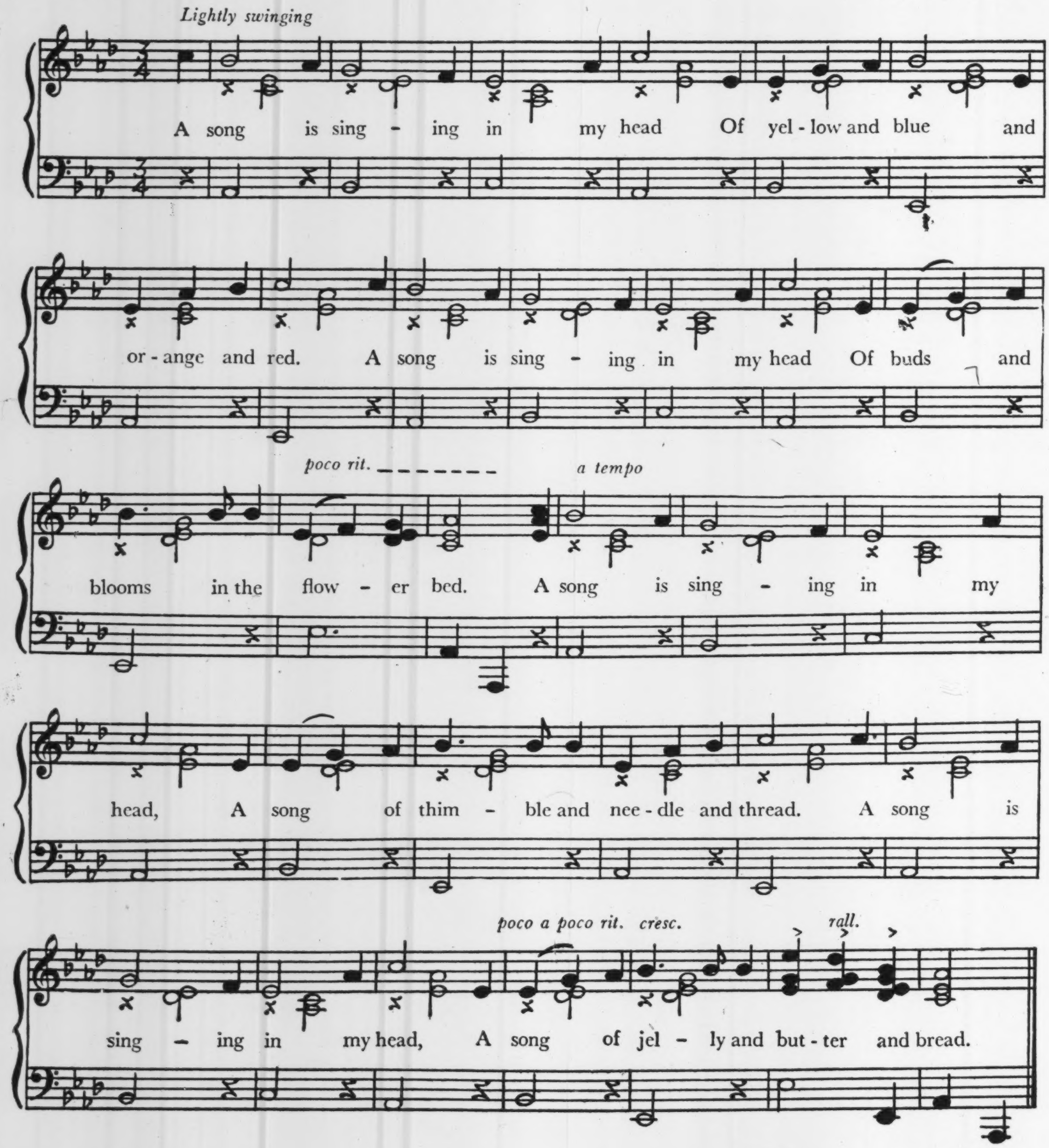
"And these are all for me in a way," Judy went on. "She gave me a chance to give something. That's a present, too, isn't it?"

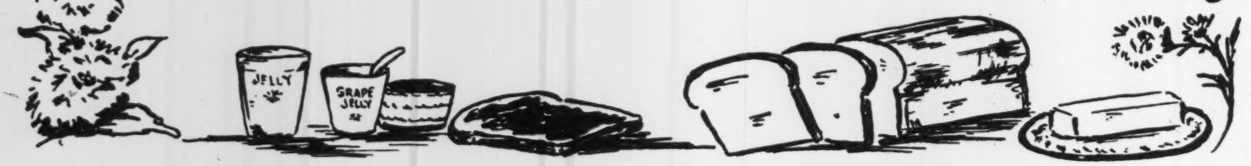
"Will you tell her that when you write?" Mother asked.

Judy nodded eagerly and said, "I'll tell her she gave me a wonderful birthday present."

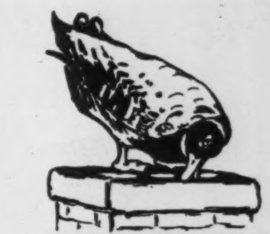
A Singing Song

Words by Ilo Orleans **Music by Philip Gordon**

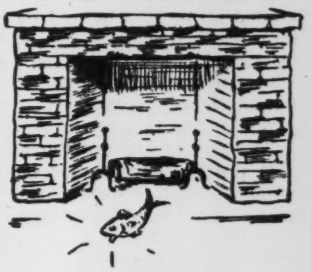

Lightly swinging
A song is sing - ing in my head Of yel - low and blue and
or - ange and red. A song is sing - ing in my head Of buds and
poco rit.
a tempo
blooms in the flow - er bed. A song is sing - ing in my
head, A song of thim - ble and nee - dle and thread. A song is
poco a poco rit. cresc.
rall.
sing - ing in my head, A song of jel - ly and but - ter and bread.


JELLY
GRAPE JELLY

Kindergarten and Primary Stories



GILBERT the GOLDFISH



WYN ALFORD

Gilbert, the Goldfish, lived in Patty Blair's fishpond. He played Swim-Fish-Swim, Tail and Fin Flip, and Jump the Sunbeam. He teased the turtles and chased the water bugs. On hot, lazy days he just blew bubbles.

One day Butterball Widgeon made a forced landing on the pond. His wing was hurt. While the fat little duck's wing mended, he filled Gilbert's head with stories of his travels.

Soon Gilbert wouldn't play, or tease, or chase, or even blow a bubble. He just dreamed dreams of the wonderful things he would do if he could leave the fishpond.

At last Butterball decided that his wing was strong. Gilbert had watched the duck test his wing. "Tomorrow I'll fly back to the river," quacked the duck. "You have a snug little pond, Gilbert, but you should see my river."

Gilbert sighed. "I'd like to see your river," he said.

"Too bad you can't live out of water," quacked Butterball sympathetically. "If you could, I'd carry you to the river in my bill."

"I think I could stand a very short trip," said the goldfish.

Butterball thought for a while and then said, "There's a creek and a swamp before the river. You could have a swim in them."

Gilbert, the Goldfish, wriggled with excitement. "Come on then, Butterball; let's get going."

The next morning Butterball opened his flat bill, scooped up Gilbert, and took off.

Gilbert, the Goldfish, was flying! The first SWISH through the air was wonderful. The second SWISH wasn't quite so wonderful. The third SWISH made him feel queer. The breeze dried his scales. Butterball's bill bruised his sides.

Gilbert wanted water. "WATER! Water!" he gasped.

The little duck was having trouble holding the wiggling goldfish in his bill. He landed on the chimney of Patty Blair's house.

"Do stop wiggling, Gilbert," quacked Butterball. Then he stared in amazement as Gilbert fell from his opened bill down the chimney!

Gilbert, the Goldfish, was so dry that not a cinder nor an ash clung to him as he landed on the hearth and bounced out into the room.

Patty Blair heard the PLOP of Gilbert landing in her room. "Is it raining goldfish?" she asked. "One just dropped down through the chimney!"

Patty picked up the squirming Gilbert and ran to the bathtub. The rush of cold water revived Gilbert but something was wrong. The tug and pull of the water was drawing him toward the drain. Patty had forgotten to put in the plug! Gilbert was caught in the downward whirl of water. He was heading straight for the drainpipe!

But Gilbert was strong. He used all the muscles he had developed while playing Swim-Fish-Swim, Tail and Fin Flip, and Jump the Sunbeam. He fought the tugging water until Patty pushed in the plug.

Gilbert lay exhausted on the bottom of the tub. He thought of the sooty blackness of the chimney; of having too little water; of too much water. He wished to be back in the fishpond.

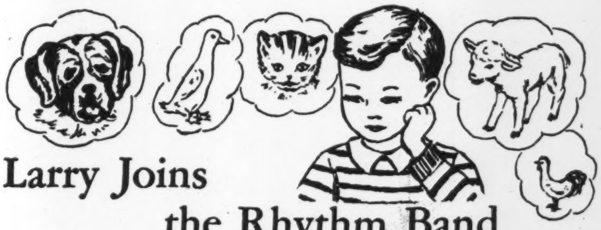
Instead, he found himself in a small fish bowl on the window sill. There was no room to play Swim-Fish-Swim, Tail and Fin Flip, or Jump the Sunbeam; no turtles to tease; no water bugs to chase. He grew tired of blowing bubbles.

The water around Gilbert, the Goldfish, moved gently. Gilbert didn't notice. Then something slid by Gilbert's tail. Gilbert flipped around to look.

There, feeling around the bowl for the goldfish was a cat's paw! From above, two green eyes in a whiskery face stared intently at Gilbert. The black paw made another grab.

Gilbert, the Goldfish, went around the bowl faster than he had ever played Swim-Fish-Swim. He did Tail and Fin Flips to dodge the seeking paw. He jumped

(Continued on page 80)



Larry Joins the Rhythm Band

ESTHER FRESHMAN

Larry, Larry! This is the last call for breakfast. You'll be late for school!" Larry's mother called.

"I'm sorry, Mother. I'm up now; I'll be ready right away."

"Hurry, dear," his mother said. "It seems harder for you to get started since we moved to the city."

Larry didn't tell his mother that he'd been thinking about the farm again. They had been living on Grandfather's farm ever since Larry was a baby. Now Larry's father had a new job in the city, and a few days ago they had moved into their new home. It wasn't that Larry didn't like the city. It was exciting riding the yellow city buses. It was fun going up and down in the elevators in the large stores. His new school was nice, too. He liked Miss Randall, his teacher. But Larry didn't know the girls and boys in his class yet, and he was a little lonesome.

He tried to be brave, but he did miss the farm so much. He missed Smally, his tiny bantam rooster, and Quackie, his own special duck. How he missed Ginger, the golden cat, and Friskie, the new lamb, and Shep, the big dog!

As he dressed for school he decided he'd play "the game" again. "The game" helped a lot when he felt lonely. He shut his eyes. He was back on the farm. He could see Smally, the little rooster, eating corn. He could see his comb and his shiny eyes. Larry opened his mouth, his eyes still tightly closed. A rooster began to crow: "Ur—ur-ur-ur—ur-UR!"

Larry opened his eyes a moment. Then he shut them tightly, and soon in the room there was a "Quack-quack" and then a tiny "Miaow, miaow." "The game" was lots of fun! He thought of many other animals on the farm, and out of his mouth came all the sounds. He made the "Ba—a—a" of Friskie, the lamb. He barked like Shep, the dog. Larry could make very good animal sounds. They really sounded like his friends on the farm.

Now "the game" was over. Larry hurried through breakfast and then set off for school.

This was his third day in the new school. Miss Randall, his teacher, smiled in her friendly way. George Brown said "Hello." Larry liked George. He wished that he could sit next to him.

Miss Randall was speaking. "Children, what day is today?"

"Wednesday, Miss Randall," the class said all together.

"What very special thing do we do on Wednesdays?" asked Miss Randall.

"We have our band on Wednesdays, Miss Randall," the class said.

Larry's eyes grew large. He had never seen a school band.

Now the teacher was speaking to him, "Larry, have you ever played in a band?"

"No, Miss Randall."

"Well, then, suppose you listen just at first. Later we can help you decide what you want to do."

Jeanne went to the cupboard and began to pass out bright red caps. From another shelf in the cupboard Fred took out shiny black oilcloth capes.

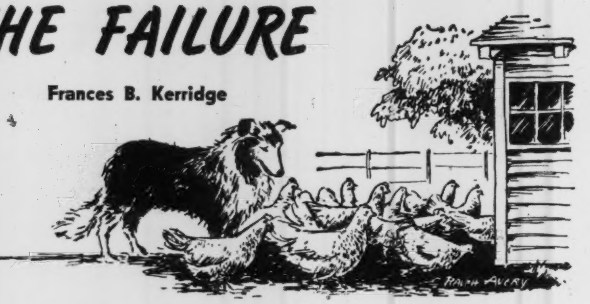
Some of the boys carried chairs to the front of the room. Then the class formed a line on the other side of the room. Jeanne had some bells. She gave Mary and Fred something they called castanets. They held them in their fingers and went "clickety, click, click." Ronnie and Tony and George played drums.

Miss Randall sat down at the piano. The band was in its place ready to start. Betty Jo stood in front with her stick ready to lead them. They all looked fine in their red caps and shiny black capes.

(Continued on page 80)

THE FAILURE

Frances B. Kerridge



MacDuff was a big, friendly, black dog with some white around his neck. He lived on a farm that had chickens, pigs, and cows on it. MacDuff loved his home and his master and mistress, but somehow he never could seem to do the right thing.

This morning MacDuff thought, "I'll just go down to the barn where the old mother sows are eating their corn and see that they are all right. I'm sure my master would like that."

When he got down to the barn, he saw the pigs scattered all over the lot. "I really must get them closer together in case some animal should come to hurt them," he thought.

Now, as most people know, an old mother pig is a very big and a very strong animal, and not very easily hurt. MacDuff didn't know that, though; so he went to work herding the old sows together. It took him until almost ten o'clock to get them into a tight little bunch. Of course, the pigs didn't have time to eat their corn, but MacDuff was thinking only of how pleased his master would be to see what a nice neat group he had them in. Not one was missing. Finally he heard his master's voice and looked up, expecting a pat and a kind word.

His master looked at him with disgust. "Get out of the barn lot, MacDuff. Have you been down here keeping those pigs from eating? Shame on you."

MacDuff couldn't understand why it was wrong for him to keep the pigs together. Something had told him to do it. He felt sad as he slunk up to the house.

Then his face brightened. "Oh, well," he thought, "I'll help my mistress today. Maybe the master won't be so cross later on. What can I do to help her? I know! I'll put her chickens all in the chicken house where they'll be safe. That will be a hard job, but I'm sure she'll be glad to have them there."

MacDuff worked and worked. If you have ever tried to get chickens into a chicken house when they didn't want to go, you *know* how hard he worked.

He went around and around and around all fifty of those hens until he got them in a tight little bunch; then he moved slowly and quietly forward, one step at a time, until the first old hen went in the door—the others followed her. With a sigh of relief MacDuff lay down in front of the door to the chicken house with his head on his paws. He was very tired, but he dared not go to sleep; for he knew if he did, the silly squawking hens would come out, and he would have all the work to do over again.

"I hope the mistress will come out soon and close the door; then I can do something else to help," he said to himself.

Finally he heard the mistress coming and began wagging his tail, proudly waiting for her to praise him. But do you know what she said?

She said, "What are you doing, you stupid dog? Won't you ever learn to leave those chickens alone? I declare, I never saw a dog before who could do as many wrong things as you do." With that she pushed him away from the door of the chicken house and then shooed all the hens outside.

Later MacDuff heard the master and mistress talking. "Why don't we give that silly dog away? He does nothing but cause us trouble, day after day," she said.

"Oh, well, we need a watch dog on the place. Anyway, everyone around here knows how bad he is. No one would take him."

That night, after MacDuff had been asleep for several hours, he was awakened by a noise at the gate. By the half light of the moon he could see a man coming up the path, walking very softly.

"Some friend of the master's," thought MacDuff, who, you will remember, was a friendly dog and liked all humans.

He saw the man go to the back door. He seemed to have some trouble getting the door open, but soon he went inside. He was gone for a little while, and MacDuff didn't hear any voices. Then the man came quietly out, carrying a box. He closed the door and walked softly away.

MacDuff thought, "I guess he couldn't get the master awake; so he must have decided to go and come back in the morning." Thinking this, MacDuff went back to sleep.

The next morning MacDuff slept later than usual, because he had been awake the night before. When he awoke, he heard the master and mistress talking.

The master said angrily, "I'll take him to the dog pound as soon as I've done the milking. Can you imagine that dog's not even barking when a burglar came and took all your egg money? MacDuff *must* have heard him. What good is he? I'll not put up with him another day."

A little while later MacDuff found himself in the dog pound with dogs barking all around him. He was sadder than he had ever been in his whole life. He gave a small whimper and lay down.

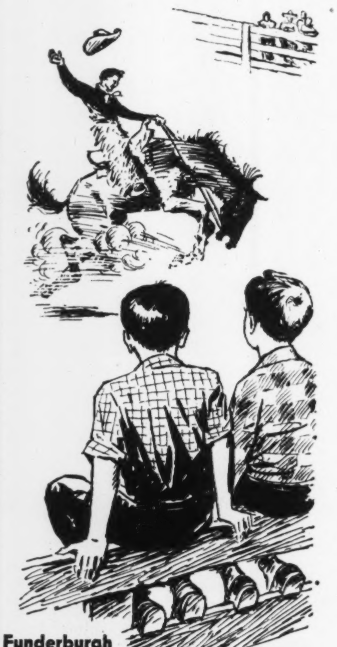
MacDuff didn't move for a long time. He wouldn't eat and he wouldn't drink. He could think of nothing but how he had failed his master.

One day he heard two men coming toward him. One was the man who *(Continued on page 79)*

STORIES FOR MIDDLE GRADES

"WE'RE PARTNERS"

Ila Funderburgh



The garden burned and shimmered in the summer heat, and a perspiring boy plodded along the rows, weeding busily.

"Hi, Hen."

Henry looked up and mopped his face. "Hi, BB."

"It's too hot to work," said BB. "Let's go swimming."

"Can't. I promised Mother I'd finish weeding the rest of the garden today."

"Why the rush?"

"It's a two-way deal. Mother wants the garden weeded, and I need the money for the rodeo tomorrow."

"Oh," said BB. "Well, I'll help you awhile."

"The rodeo's going to be a lulu this year," said Henry as the two boys fell to work. "They're shipping in wild Brahman cattle and broncs that never had a rope on them. Be something to see!"

BB grunted.

"The top cow hands in the West are coming. Pretty slick show, huh?"

No answer.

Henry looked questioningly at his friend. "What's the matter?"

Still BB said nothing.

"You're going, aren't you?" asked Henry anxiously.

A long pause.

"No-o," said BB at last.

"Why not?" demanded Henry in shocked surprise. "We've been planning to go ever since school closed."

"My money had to go for other things," said BB.

BB's father had been injured in an accident some time before. There was a new baby too. BB's money was gone! "I must do something," thought Henry desperately.

Aloud he said cheerfully, "The parade will be a show in itself."

"Uncle Judd will be in it," said BB with sudden enthusiasm. "He's going to ride in the wild-horse race."

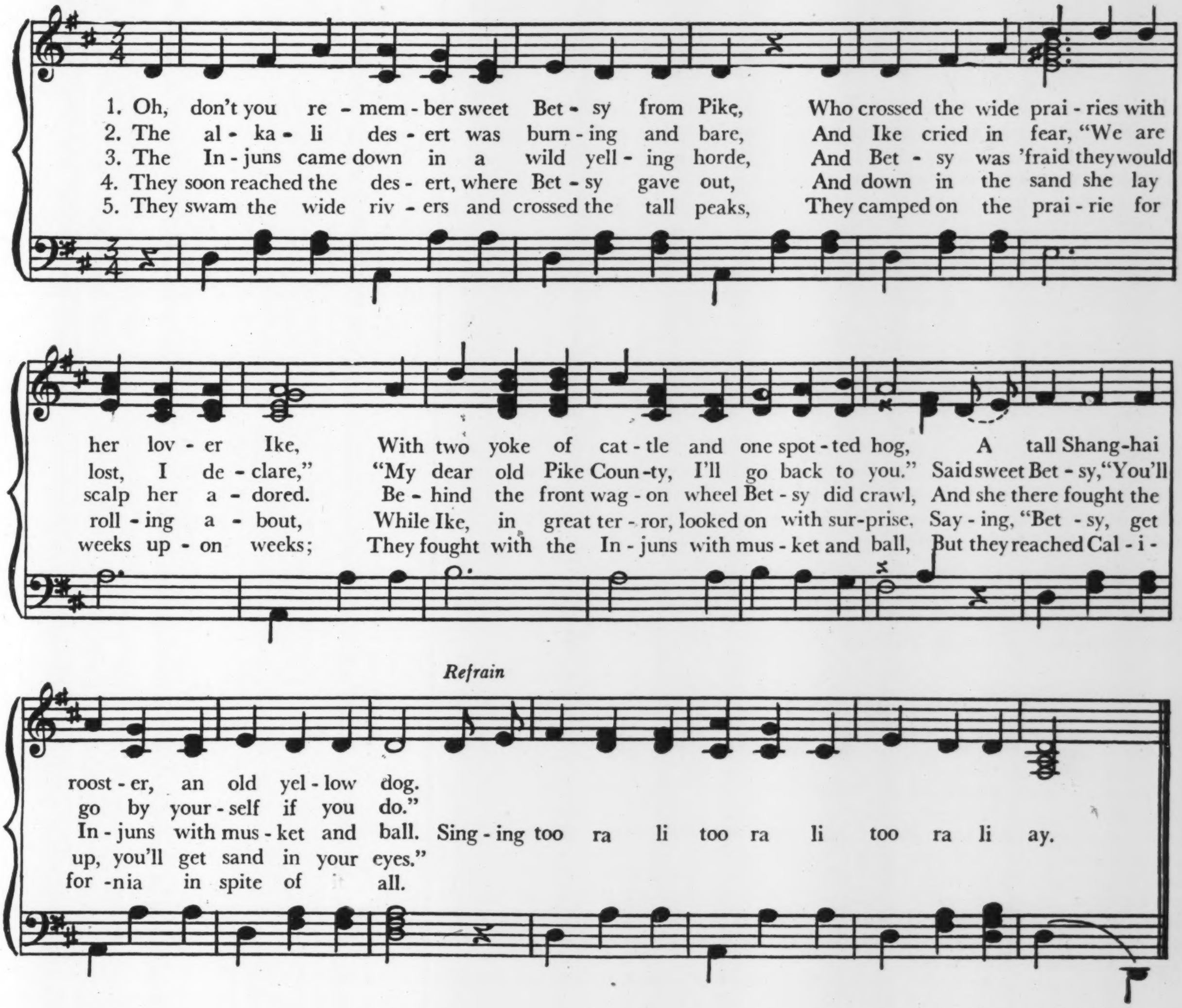
"Must be some rider," admired Henry.

The boys said little more until the weeding was finished. Then they arranged to meet for the parade next day and BB went home.

Henry sat down under a tree, with a bit of paper and a stubby pencil. Finally he wrote $1.60 in big figures and gazed at it thoughtfully. *(Continued on page 81)*

Sweet Betsy from Pike

edited and arranged by elva s. daniels

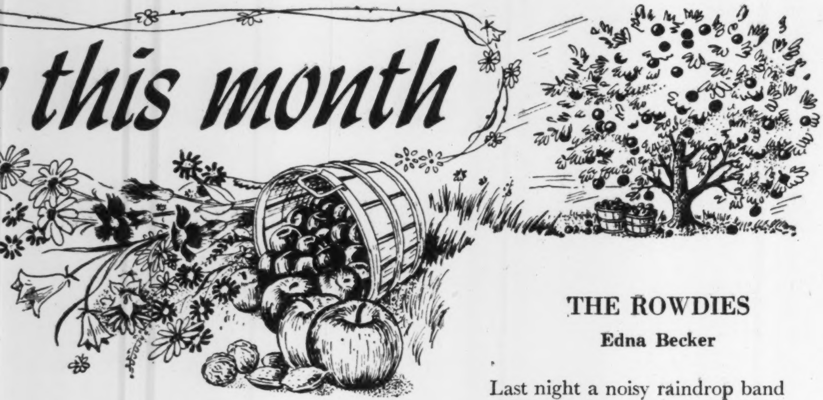

1. Oh, don't you re-mem-ber sweet Bet-sy from Pike, Who crossed the wide prai-ries with her lov-er Ike, With two yoke of cat-tle and one spot-ted hog, A tall Shang-hai roost-er, an old yel-low dog.
2. The al-ka-li des-ert was burn-ing and bare, And Ike cried in fear, "We are lost, I de-clare," "My dear old Pike Coun-ty, I'll go back to you." Said sweet Bet-sy, "You'll go by your-self if you do."
3. The In-juns came down in a wild yell-ing horde, And Bet-sy was 'fraid they would scalp her a-dored. Be-hind the front wag-on wheel Bet-sy did crawl, And she there fought the In-juns with mus-ket and ball.
4. They soon reached the des-ert, where Bet-sy gave out, And down in the sand she lay roll-ing a-bout, While Ike, in great ter-ror, looked on with sur-prise, Say-ing, "Bet-sy, get up, you'll get sand in your eyes."
5. They swam the wide riv-ers and crossed the tall peaks, They camped on the prai-rie for weeks up-on weeks; They fought with the In-juns with mus-ket and ball, But they reached Cal-i-for-nia in spite of all.
Refrain
Sing-ing too ra li too ra li too ra li ay.

This droll story of Sweet Betsy and her lover Ike was a favorite song of the California immigrants of the fifties.

A true American ballad, it has liveliness and vigor, strangely intermixed with a lackadaisical air. Even the most unmusical will be intrigued by the gay rhythm of the words.

This song will survive as a tabloid account of the humors, doubts, fears, hopes, and struggles of the early westward pioneers.

Poems for this month



FOR THIS MEAL

Marjorie Allen Anderson

To thank Thee, Lord, I bow my head—
For golden butter on my bread;
For fruit and milk, so fresh and sweet;
For all that makes this meal complete.

SEPTEMBER

Mary Howitt

There are twelve months throughout the year,
From January to December,
And the finest month of the twelve
Is the merry month of September!
Then apples so red
Hang overhead,
And nuts ripe brown
Come showering down
In the beautiful days of September.

There are flowers enough in the summertime,
More flowers than I can remember;
But none with the purple, gold, and red,
That dye the flowers of September!
The gorgeous flowers of September!
And the sun looks through
A clearer blue,
And the moon at night
Sheds a clearer light
On the beautiful flowers of September.

TOUCHING

Elder R. Herring

Something makes me
Want to touch
Everything, and
That's so much.

Now I've found that
A needle's pricky;
Jelly bread is
Awfully sticky.

Sister's dress is
Soft and fine;
Dolly's eyes are
Not like mine.

But I can't learn
Very much
Unless I am
Allowed to touch.

AN ERASER

Ilo Orleans

My blackboard was
The soft white sand,
Which stretched out far
On every hand.

I searched and found
An empty shell
And wrote out words
That I can spell.

But waves dashed on
The sand to play,
And washed my letters
All away.

And that is how
I got the notion—
A great ERASER
Is the ocean.

Permission to reprint these poems has been obtained from the following: the author, for "For This Meal"; the author, for "An Eraser" originally published in the *Wonder Book of Fun* (Grosset & Dunlap); the author and Christian Science Monitor, for "Pet-Shop Window"; the author, for "A Magic Ladder"; Charles Scribner's Sons, for "Escape at Bedtime" from *A Child's Garden of Verses;* Caxton Printers, Ltd., for "The Rowdies" from *Pickpocket Songs;* the author, for "Who?"; the author for "Topsy-Turvy Land."

PET-SHOP WINDOW

Ida Tyson Wagner

Puppies for sale! Puppies for sale!
Look at the one that keeps wagging its tail.
Perhaps I'd like the spotted one better
Cuddled up close to the Irish setter,
Or the impish cocker, cunning as any,
With a coat that shines like a brand-new penny!
The collie's cute, like a big woolly ball
But I think the most lovable one of all
Is the pup that just sits and wags its tail
In the window filled with puppies for sale!

A MAGIC LADDER

Alice W. Norton

I saw a spider dropping down
From somewhere overhead
Upon an infinitesimal strand
Of silvery, shining thread.

Suspended in the air she paused
Above a lily cup,
Then on the flimsy shining thread
I watched her going up.

With gracefulness and ease she made
A gradual ascent,
And with her, to my keen surprise,
The magic ladder went.

ESCAPE AT BEDTIME

Robert Louis Stevenson

The lights from the parlour and kitchen shone out
Through the blinds and the windows and bars;
And high overhead and all moving about,
There were thousands of millions of stars.

There ne'er were such thousands of leaves on a tree,
Nor of people in church or the Park,
As the crowds of the stars that looked down upon me,
And that glistened and winked in the Dark.

The Dog, and the Plough, and the Hunter and all,
And the star of the sailor, and Mars,
These shone in the sky, and the pail by the wall
Would be half full of water and stars.

They saw me at last, and they chased me with cries,
And they soon had me packed into bed;
But the glory kept shining bright in my eyes,
And the stars going round in my head.

THE ROWDIES

Edna Becker

Last night a noisy raindrop band
My doors and windows tried.
And I said, "Raindrops, you're too wet;
You may not come inside."
It made them very angry when
I would not let them in,
And they went up on my porch roof
And stamped upon the tin.

WHO?

Florence Eakman

In daytime I can plainly see
The world that is surrounding me.
It's different when the day is done,
For after dark there is no sun.
I know who lights our lamps at night;
But who turns off the daytime light?

TOPSY-TURVY LAND

Maude Wood Henry

In that far country called Malay,
Such queer things happen every day
It's simple quite to understand
Why it's called "Topsy-Turvy Land."

One thing about it that is strange
Is that the seasons never change;
It's always summer and one sees
Both flowers and fruit upon the trees.

The monkeys hanging upside down
Are funny as a circus clown;
They chatter in an unknown tongue
No matter how their heads are hung.

The fishes from the Malay seas
Can nimbly climb the tallest trees;
By clever use of fin and gill
They mount to any limb at will.

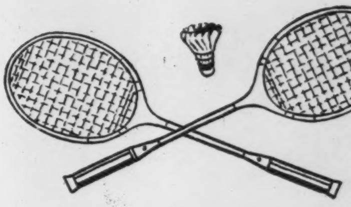
The earthworms pop their heads at you
And whistle a lively tune or two,
While lizards drop their tails around
Just anywhere upon the ground.

Huge frogs go sailing through the air
And there are flying dragons there,
And travelers tell a story queer
About a seven-inch-high deer.

The jungle snakes, so it is said,
Are gay with yellow stripes and red.
And every single thing you see
Is topsy-turvy as can be.

Jerry Jackson, Badminton Player

JEAN STARKEL SHIRLEY



"PLINK, plunk, plink, plunk!" The vibration of the train's wheels reminded Jerry Jackson of the sound of a badminton shuttlecock upon a newly strung racket. Jerry closed his eyes and pictured to himself the glorious moment when he won the badminton championship title at Lagoona Camp.

He could see Coach Gaines handing him the trophy—the handsome statue of a youth holding a racket. He could hear the other boys calling him "Champ." Jerry opened his eyes. Yes, his beautiful new steel-shaft racket was still safe on the baggage rack.

Discontentedly he stared out the train window. What a comedown for a champion to be headed for a farm!

"Middleville!" shouted the conductor. Jerry pulled down his suitcase and racket.

"Good-by, Son," said the conductor as he helped Jerry off.

Jerry looked about until he heard his cousin Bill shouting, "Hello-o, Jerry!"

"Hello," answered Jerry quite formally. He wished Bill wouldn't shout at him in such a "country" manner.

"What a wonderful racket!" said Bill admiringly.

Jerry smiled. "Glad you like it," he answered. "Have you ever played badminton?"

"Oh, yes! We have a court at home," Bill replied.

"Probably just a net over some grass," thought Jerry scornfully. Then he saw the two saddled riding horses. "Oh, are they yours?" he asked with a note of respect in his voice.

"Yes. We got them just last week. You can ride Sue's horse. I'll take your suitcase with me."

On the way to the farm Jerry told Bill about his exciting stay at Camp Lagoona.

Uncle Ben, Aunt Adelaide, and Cousin Sue were waiting on the front porch as they rode up. Now that he was here, Jerry had to admit it was rather nice.

"Would you like to look at our new badminton court, Jerry?" Sue asked after supper. "It's probably the only thing you haven't seen on our farm."

"I'll switch on the lights," said Uncle Ben.

"Lights?" echoed Jerry. "Why," he thought, "even our court at camp didn't have lights!"

"Let's take our rackets and shuttlecocks," said Sue.

Then Jerry, Sue, and Bill raced across the field. Suddenly Jerry saw the court. Imagine! An all-weather court with straight lines and two powerful overhead lights. It was better than at camp.

"It's wonderful," Jerry said.

"We have a surprise for you," Bill said. "Tonight we're having a cake tournament and party in your honor."

"A cake tournament," Jerry repeated. "What's that?"

"Well," Bill explained, "first we invite all our friends to play badminton. After they arrive we draw for partners. Then the doubles teams play until one team is the final winner. The cake is given to the winning team. Of course everybody eats it!"

"Sounds great," said Jerry half-heartedly. What would the campers at Lagoona say if they knew their singles champion was playing in a cake tournament?

When the guests began to arrive, Sue brought a tall boy to meet Jerry.

"Jerry," said Sue, "this is Bud Davidson. He's the best player in our county."

When the boys shook hands, Jerry noticed that Bud had only three fingers on his right hand.

"How about you two playing a singles match till everybody gets here?" asked Sue.

Jerry whipped his racket out of its case and waited for his opponent. As Bud walked onto the court, Jerry noticed he gripped the racket in his crippled right hand and Jerry decided not to play his best. He did not want to embarrass this handicapped opponent by beating him too badly.

Bill threw in a shuttlecock, and Jerry's heart did a net dive! It was a *rubber* shuttlecock—the kind that comes with every badminton set. Didn't anybody here know that real tournament players use cork shuttlecocks?

Bud picked up the shuttle and hit it directly to Jerry. Jerry swung his racket with a fine twist of his wrist but the bird landed far past the middle of the court where he had aimed!

When they volleyed for serve, Jerry won. Then he stood to the right of the center line on his side of the net and served, but the shuttle shot into the net.

Then Bud served. He might hold the racket peculiarly, but he knew how to place a bird. This one whizzed over Jerry's head and landed almost to the back line. The bird was "good," and Bud was ahead, 1 to 0. Because he won the point, Bud served again. Jerry braced himself to receive the bird. He tried to drive it over Bud's head but it was outside.

Jerry gritted his teeth. His muscles felt limber now. He was learning more about the flight of that silly rubber shuttle. He tried returning Bud's next serve with a delicate drop shot to Bud's backhand. Bud lurched to the left side of his court—and missed! It was "hand out" for Bud.

It was Jerry's serve. Carefully he delivered *(Continued on page 85)*

UPPER-GRADE STORIES

Boris the Bull

ISABEL WILLIAMS

"I DON'T think it's fair!" stormed Boris the Bull. "It's just gossip, that's all, just idle talk."

"What's the trouble, Boris? What's all the fuss about?" asked one of the cows.

"It's those silly people again, always talking, talking, talking. I'll show them. They can't talk about me that way!"

"What way, Boris?"

"I'm sick and tired of people's saying that somebody is as 'awkward as a bull in a china shop.' If I've heard it once, I've heard it a hundred times," and Boris stamped up and down the pasture.

The cows kept quiet. It wasn't wise to interfere with Boris when he was very angry.

Boris stopped and snorted, "I'll prove it. Tomorrow morning, instead of going to the pasture, I'm going to town and find a china shop. Then I'll prove that I can walk right through it without breaking a thing."

None of the cows answered him, but that night in the barn they whispered to each other, "Do you think he'll do it?"

The next morning, when Farmer Brown let Boris and the cows out of the barn, Boris started toward the pasture. But, when he got to the gate, instead of turning in, he kept right on going. Farmer Brown ran after Boris, but the bull had such a start, he soon left Farmer Brown far behind. Anyway, he was sure that Boris would return soon.

Boris ran all the way to the edge of town. Then he slowed down to a walk because he didn't want to attract attention. Nobody was going to stop him now. Fortunately, it was early and there were only a few people on the streets. He walked around until he found a shop with lots of china.

Boris hid behind a billboard for what seemed to him a long time. Finally, he saw a man going into the china shop. The bull followed him but he had to nudge the man with his horns to keep him from shutting the door in his face.

Then Boris started walking carefully down one of the aisles in the china shop. Suddenly, a girl appeared in front of him. She screamed and bumped into a table. Bang! Crash! Over went the china.

"And they say I'm awkward!" snorted Boris. "What's all the excitement anyway? I just came here to teach people a lesson. I'll not hurt a thing," and he walked very carefully, watching that his horns didn't scrape anywhere.

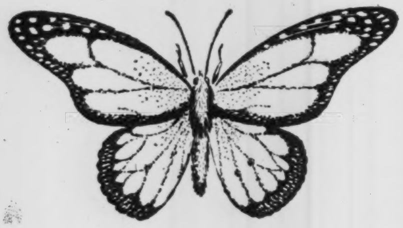
As he turned the corner at the end of the aisle, a man with a big stick came toward him.

"I mustn't get excited," thought Boris, "I might break something."

Although the man thumped and banged him, he occasionally missed Boris and smashed some dishes instead. Boris just kept on walking.

"I hope I can get to the door without breaking anything," sighed Boris. *(Continued on page 85)*

Moths and Butterflies



A Good Project for Your Science Class

ALTA M. GUNN

This project was carried on when Mrs. Gunn was teaching in Love Valley School, Macon County, Missouri. She is now in the Public Schools of La Plata, Missouri.

Lester Dent

Betty displays pictures she made, and Ronnie shows his butterfly net.

THIS science project on butterflies and moths, carried on at our school last fall, made an excellent science activity at a time when the specimens were most plentiful. Notebooks were kept telling about the specimens found and including general information concerning all specimens, thus making it good language-arts material. Art and arithmetic were given attention when measurements and a sense of balance were found to be essential in completing the project.

First, we created interest in the activity through the use of pictures in textbooks and encyclopedias. The children were encouraged to tell about moths and butterflies which they had seen in their own yards and on the way to school.

Lester Dent

Stretching and mounting under glass choice butterflies and moths is fun, especially for children who have collected the specimens themselves.

In order to make an insect collection, a net on a strong pole is needed. An old lightweight window curtain is fine for the net, and a broom handle is about the right length for a pole. If a lighter pole is needed for smaller children, window-shade rollers will be satisfactory.

A coat hanger, spread into a circle, is ideal for the framework to which the curtain can be sewed. The hook on the hanger can be straightened and securely tacked onto the pole with wire staples. The depth of the net should be about two feet and the width will be the distance around the wire loop. Make a seam from the wire loop down the side of the material. The bottom end may be either gathered or sewed straight across.

Chloroform, I have found, is the best material for killing the specimens. It requires a little more time to take effect than some other poisons, but the wings do not become rigid so quickly, and they can be stretched more easily. We had a box at school containing chloroform-saturated cotton into which the specimens were put. The pupils brought the butterflies to school in an envelope (with wings folded together) so they would not be torn.

When the specimens are dead, they are ready to be stretched on corrugated cardboard. The butterflies are spread out flat, with the upper wings pulled upward until the front edge of the wings is in a straight line across. Strips of paper, placed across each wing and secured with straight pins, will hold the wings until they set. A longer strip of paper may be placed across the body and lower wings, and held by pins, or each wing may be pinned separately. Care must be taken to keep from tearing the delicate wings. The antennae should be left intact when possible, and the proboscis uncoiled so it will show in the finished mounting. Stretch the specimen long enough for it to set in position (about two days). Then it is ready to be mounted in a glass frame.

Scrap glass can be obtained from a dealer who may possibly cut the glass into desired sizes.

Cut a piece of cardboard to fit the glass. Then, place pure white cotton on the cardboard. (Ample space around the edges should be allowed to give the picture balanced composition.) Lay the specimen on the cotton, and place its name, printed on a strip of paper, on the cotton below it. Lay the glass carefully over the butterfly and fasten it to the cardboard on the bottom with a tiny piece of cellophane tape.

The picture is ready for binding. Gummed cloth tape is very good. With a selection of colors available, the binding may be matched or harmonized with the color of the butterflies. The binding should be cut the same length as each side so the corners will be smooth. Attach hanging tabs to the back.

I prefer pictures made with one mounted butterfly, but we did have some attractive groupings. And pairs of like specimens also make interesting pictures.

Our collection was displayed in a large window of a downtown store, where it attracted many observers. Practically everyone commented on the number of different specimens and was surprised to learn that so many could be found in the vicinity. We received many compliments on our exhibit.

While the actual work of collecting, chloroforming, stretching, and mounting is in progress, a study of the stages in the lives of insects is most timely.

When a caterpillar emerges from the egg it is hungry and usually feeds on the plant upon which the egg has been laid. The caterpillar often grows out of and sheds its skin several times. Caterpillars of some moths crawl into the ground before spinning a cocoon around themselves; others hang on the branches or leaves of plants. The caterpillar of a butterfly does not spin a cocoon. During the pupa stage it rests as a chrysalis, usually suspended by a short thread from some branch or leaf.

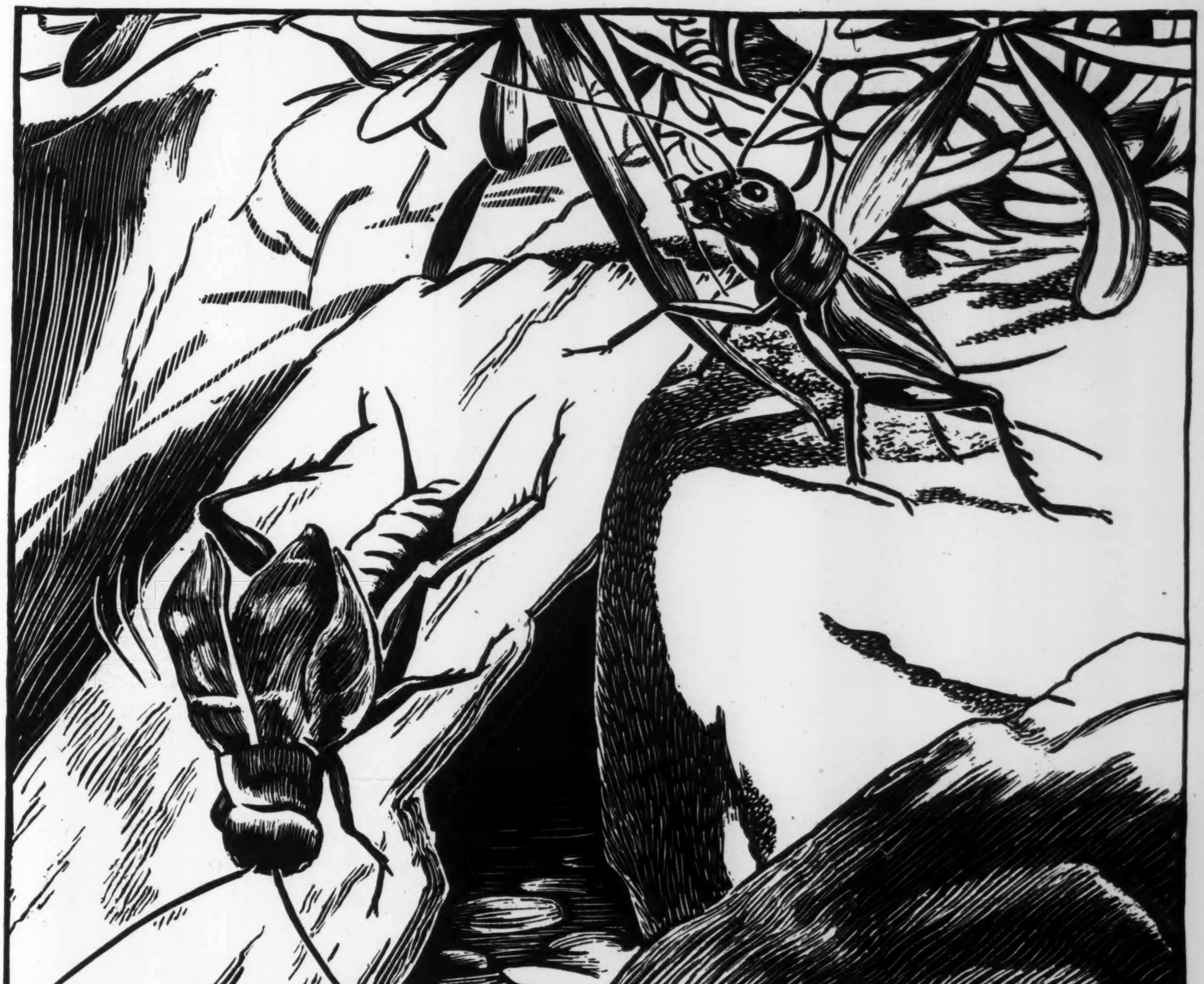
Regardless of the way the insect spends its pupa stage, a great transformation takes place during that time. This period varies with the species of moth or butterfly. Some do not emerge until spring, but the monarch butterfly emerges from its jewellike chrysalis after about twelve days.

How long the adult butterfly or moth will fly about before laying eggs to carry on the never-ending cycle also depends on the species. Some adults never feed. Others are especially fond of the nectar of decayed fruits. Many of the most beautiful moths fly only by night.

The complete metamorphosis of butterflies and moths can be compared with the incomplete metamorphosis of other insects, as a part of the study of insects in general.

A suitable finale to the butterfly-moth project is the collecting of caterpillars to be kept indoors for the winter. A large pan of dirt enclosed within screen wire walls about a foot high and covered with more wire will serve either for the caterpillars which bury themselves, or for those which remain above ground. Plants on which caterpillars can feed must be provided until they are ready for the pupa stage. Keep the wire cage where the air is cool and moist, perhaps outside a classroom window.

In the spring, each child will feel a thrill when he sees, emerging from its winter quarters, a beautiful winged creature.

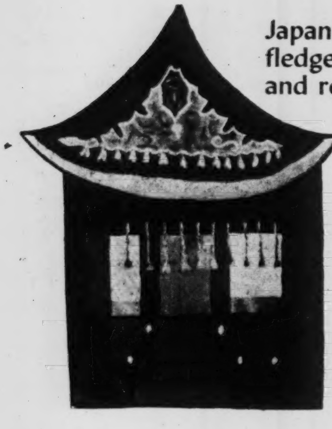


SEPTEMBER

1952

S	*M*	*T*	*W*	*T*	*F*	*S*
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Notice how the cricket at the top is shoving a blade of grass into its mouth. The other cricket is scraping its wings together to make a chirping sound.
See page 58 for a story, "Little Charlie Cricket."



Japan has taken its place again as a full-fledged nation. It merits the interest and respect of American girls and boys.

A Temple Festival

Ruth Hall

Teacher of Social Studies, Seventh Grade,
Public Schools, Madison, New Jersey

THE soft tones of a bronze gong drifted out into the school corridor. Curious pupils traced their source to Room 34, seventh-grade social studies. The door had a Japanese flag on one side and on the other a gay paper lantern and a large white banner with bold red characters (ideographs) with a convenient translation, "Hana Matsuri" (Japanese for Temple Festival).

"Something is going on inside," said the curious. "What's the seventh grade up to?"

The something going on inside was a Japanese Temple Festival, which was staged by the seventh-grade social-studies classes as the climax to their study of Japan begun some five weeks earlier.

Informational Material

In the pupils' effort to find out all they could about Japan, every available book and pamphlet in the school and town library was brought in; letters to the Japan Tourist Bureau resulted in additional items.

Several community resource persons were found to help. Two Japanese students from the local university spoke about Japan, taught songs, helped make Japanese characters, and demonstrated the art of paper folding. The Garden Club president became interested and brought a wealth of material on Japanese floral arrangements, many of which she actually made in demonstrating this art. A teacher who had spent an exchange year in Japan showed many colored slides which she had taken there, and loaned articles which she had acquired.

From these sources, as well as from texts and reference books, the seventh-grade pupils accumulated a great deal of information, and such fascinating details as how to write in the Oriental manner, how to eat with chopsticks, how to speak a few words of Japanese and sing a few songs, and how to make flower arrangements and dish gardens. In order to put all this information to good use, the pupils decided to make individual booklets and compete for awards for the best in each section; and to end the unit with a Japanese exhibit made in the guise of a temple festival.

Projects

The last ten days were unusually busy "Project Days." Each section worked on special projects. Some of them were: a mural representing a temple entrance to cover the front wall; a twenty-five-foot illustrated time line of Japan's history done to scale; a scenic panel of famous sights in Japan; a large-scale products map; the transformation of desks into booths by means of dowel rods, borrowed from the school shop, and yards of Oriental red paper; banners; flower arrangements and dish gardens.

The sections were divided into committees of their own selection with chairmen of their choosing. Each day the chairmen, with advice from the teacher, outlined the details of the day's work. This careful planning meant a minimum of confusion even when as many as six committees were working simultaneously.

Suddenly it was time to assemble all the projects into one unified whole. Two days were spent in setting up and arranging the exhibits and in practicing roles as exhibitors and guides.

Tours

Junior- and senior-high-school history classes as well as the sixth grades had been invited to visit the exhibits on regular scheduled tours coinciding with class periods. An auditorium program with Japanese songs, poems, characterizations, and a prologue giving the background to the Temple Festival started off the two days devoted to tours. Over four hundred pupils visited the exhibit. In the process, every seventh-grader participated, speaking about some part of the exhibits anywhere from four to eight times. Lunch hours were given to escorting teachers through. The finale was a tea for the mothers given by the home-economics class. Only seven mothers of the entire eighty pupils failed to attend.

Evaluation

Is such an undertaking worth the time and effort? Decidedly! It brought fine co-operation among many departments as there was correlation of the social studies with art, music, English, and home-economics work. Use of community resources stimulated the pupils and gave them a new understanding of the potentialities around them, while members in the community became aware of the varied interests and abilities of the pupils applied to a school-work project. The parents came into close and pleasant contact with the school.

Finally, and most important, it was a great benefit to the pupils themselves. They had learned by doing. After it was over, each one wrote an evaluation of the project, following a preliminary general discussion. A few of their own comments are the best criteria for judging its merits.

"It has given us the satisfaction of doing something worth while. It has done much to teach us how to conduct ourselves in something that is strange to us."

"I think it gave me good practice in working with a group."

"In doing the festival you became really acquainted with people you hadn't been too friendly with."

"It was good, because we had to take some responsibility."

"I think talking about the different displays helped me a lot because it's hard for me to talk in front of a group."

"I learned how to handle a group and I also found out how polite people can be and how rude they can be."

Photos by Myrtle Hutchins

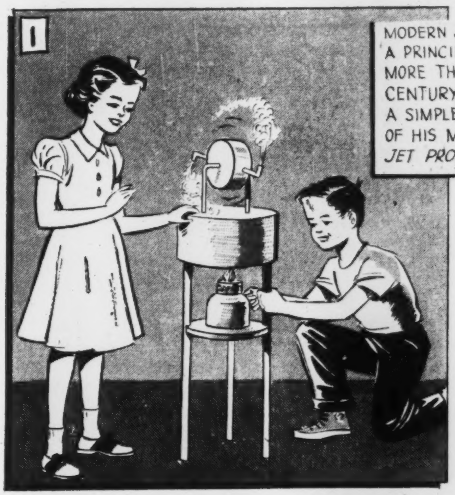
Pupils explain exhibits of lacquerware and china to the guests (right). Below is a booth of toys, some from Japan and others made by the pupils who were taught by a Japanese student.

JET PROPULSION

FROM ENGLAND–
STARTED
3:12 P.M.

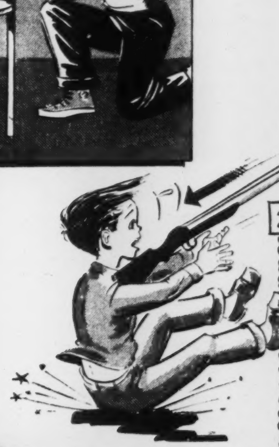
TO
SOUTH
AFRICA–
LANDED 23 HOURS, 38 MINUTES
LATER, TRAVELING 6,724 MILES

1



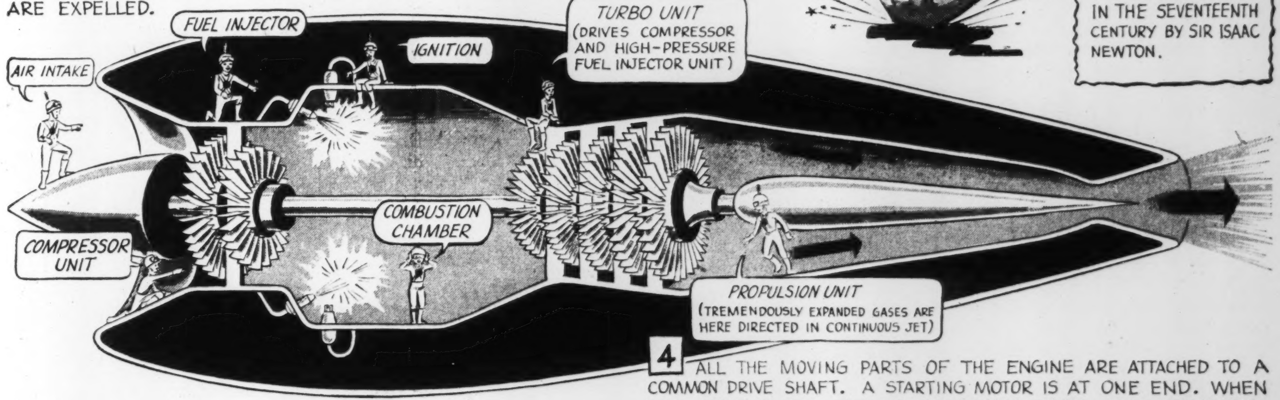
MODERN *JET-PROPELLED* AIRPLANES WORK ON A PRINCIPLE THAT HAS BEEN KNOWN FOR MORE THAN 2,000 YEARS. IN THE SECOND CENTURY B.C., HERO OF ALEXANDRIA DEVISED A SIMPLE REACTION ENGINE. THIS DRAWING OF HIS MACHINE WILL HELP YOU UNDERSTAND *JET PROPULSION*.

2



"FOR EVERY ACTION THERE IS AN EQUAL AND OPPOSITE REACTION." THIS NATURAL LAW IS THE BASIS OF *JET PROPULSION.* IT WAS DISCOVERED IN THE SEVENTEENTH CENTURY BY SIR ISAAC NEWTON.

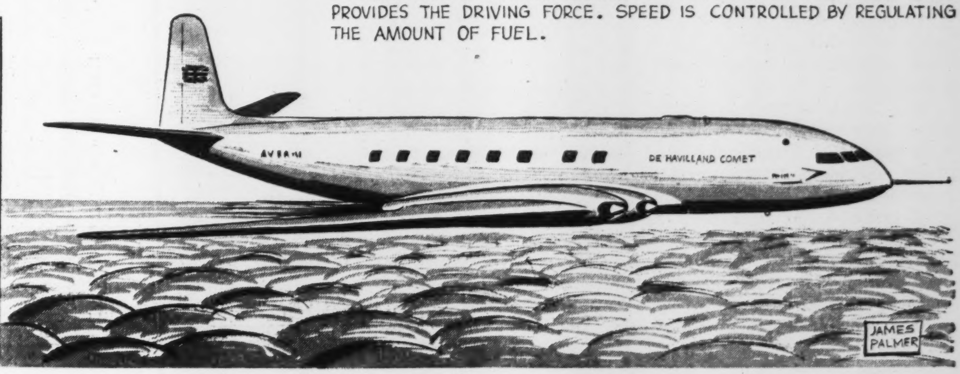
3 A JET PLANE'S ENGINE IS SIMPLE. IT CONSISTS OF FOUR PARTS: A *CHAMBER* TO RECEIVE AND COMPRESS INRUSHING AIR FROM AN OPENING AT THE FRONT, A *COMBUSTION CHAMBER* IN WHICH FUEL IS INTRODUCED AND IGNITED BY AN ELECTRIC SPARK, A *TURBINE* THROUGH WHICH THE BURNING GASES ARE SENT, AND A *NOZZLE* AT THE REAR THROUGH WHICH THE GASES ARE EXPELLED.


FUEL INJECTOR
IGNITION
TURBO UNIT (DRIVES COMPRESSOR AND HIGH-PRESSURE FUEL INJECTOR UNIT)
AIR INTAKE
COMBUSTION CHAMBER
COMPRESSOR UNIT
PROPULSION UNIT (TREMENDOUSLY EXPANDED GASES ARE HERE DIRECTED IN CONTINUOUS JET)

4 ALL THE MOVING PARTS OF THE ENGINE ARE ATTACHED TO A COMMON DRIVE SHAFT. A STARTING MOTOR IS AT ONE END. WHEN THE MOTOR IS SPUN, THE AIR COMPRESSOR TURNS. AFTER COMBUSTION BEGINS, THE MOTOR IS DISCONNECTED. THE TURBINE THEN OPERATES THE COMPRESSOR AND GENERATES ELECTRICITY FOR THE PLANE. THE REACTION FROM THE BACKWARD EXPULSION OF THE JET OF GASES PROVIDES THE DRIVING FORCE. SPEED IS CONTROLLED BY REGULATING THE AMOUNT OF FUEL.

5

NOW IT IS POSSIBLE TO FLY FROM ENGLAND TO SOUTH AFRICA (6,724 MILES) IN 23 HOURS AND 38 MINUTES. THIS WAS ACCOMPLISHED RECENTLY BY ENGLAND'S NEW JET PLANE THE "COMET." CANADA ALSO HAS A JET PASSENGER PLANE. AMERICAN JETS, AT THE PRESENT TIME, ARE ALL USED FOR MILITARY PURPOSES.


DE HAVILLAND COMET
JAMES PALMER

THE KINDERGARTEN CHILD

A Day in the Kindergarten

Emma Golden

Associate Professor of Education,
Fort Hays Kansas State College, Hays, Kansas

Come with me and spend a day in a modern kindergarten to see how a program of child activity and education for social efficiency is developed and carried on. The educational and social objectives conceived by Friedrich Froebel in the early part of the nineteenth century are still the aim in the kindergarten curriculum today. The kindergarten teacher, happy and attractively groomed, enters a spacious, well-lighted, colorful, and homelike kindergarten room at fifteen minutes after eight o'clock in the morning. Let us see what she has done to make the room as comfortable and attractive as possible for the children, as well as efficient for herself.

We see flowering plants on the window sills and around the room, colorful draperies at the windows, and sofa pillows to match the draperies on settees and benches. On a low, round table in one corner of the room, surrounded by kindergarten chairs, attractive picture books and pictures have been placed, so the children may sit down, browse, and satisfy their childlike curiosity and interest. On the wall near the table are bulletin boards on which are mounted colored pictures of animal life, flowers, and child life, and illustrations of Mother Goose rhymes.

On the opposite side of the room, next to a large window, on a firm, low, wooden table is a balanced aquarium containing three goldfish, some seaweed, and a few snails.

In a corner at the rear of the room is a playhouse equipped with miniature furniture—table, chairs, telephone, carpet sweeper, cupboard, dishes, stove, pots and pans, doll and doll carriage—with which the children can carry on housekeeping. Some of the children bring toys from home in the morning and leave them in the play corner for use sometime during the day.

Also in the rear part of the room are boxes of large and small blocks for creative construction purposes. On several easels are exhibited unfinished crayon pictures made by the children. A number of small tables are standing around the room. Here the teacher has placed large sheets of manila drawing paper, large crayons, colored pegs and peg boards, boxes of picture puzzles, a box of kindergarten scissors, sheets of colored construction paper, colored paper-doll books, which may be cut out, and a box of nonhardening modeling clay. Close to the tables is a small carpenter's bench on which have been placed miniature saws and hammers, nails and scraps of wood.

As the children begin to arrive at 8:30 A.M., they hang up their wraps on hooks assigned to them and change their shoes to tennis play shoes. One of the kindergarten teacher's objectives is to teach shoe lacing and unlacing to her four- and five-year-olds. This will be quite an accomplishment in motor development, and very few children can do this upon entering kindergarten.

For half an hour the children have informal activities at the tables and workbench under the direction of the teacher. Those who prefer to play in the playhouse or with the blocks and other toys around the room may do that.

A bit of music on the piano at 9:15 announces to the children that the teacher would like all to bring their chairs up to the piano. Now they have a music-appreciation period. Sometimes the teacher sings the Mother Goose rhymes and other kindergarten songs and the children join in. At other times the teacher plays lively music while the children keep time by clapping their hands or by tapping their feet. For several days a week the teacher makes the song period more formal and gives the children direct training in tone placement and in rote singing.

At 9:45 the children get their small rugs (furnished by the parents and left at the kindergarten), place them flat on the floor, lie down on them, and fully relax for fifteen minutes. In order to set the mood, the teacher sometimes plays soft music like "Brahms's Lullaby" or "Sleep Baby Sleep."

After rest period, there is a free time when children may go to the toilet. Upon their return to the kindergarten room at 10:10, they all seat themselves around the lunch table for a midmorning lunch of a half-pint of milk or fruit juice and a cracker. The teacher uses this time for a social and *(Continued on page 78)*

Finders Keepers

Ruth Anne Korey

Billy Winters had just moved to Arbordale. He hadn't made any friends yet and he had few toys. He was lonesome.

"I wish I had someone to play with," he thought one day as he stood on the sidewalk near his new house. He looked down and there on the sidewalk was a little brown toy horse.

"Who could have left it there?" Billy wondered. He picked it up and stroked its mane.

"Finders keepers," he said to himself. "The little horse is mine." He hugged it in his arms.

"Look, Mother, look what I found!" he called.

His mother came to the door. "Where did you get it? It must belong to someone."

Billy wanted to keep the little toy horse. He hoped the owner would never come to get it.

"I know you're glad that you found it," said Billy's mother, "but some little boy is sad because he lost it."

Billy began to play with the little horse. He pretended that the front yard was a ranch. He played that he was a cowboy taking care of his horse.

That afternoon Billy's mother had to go to the store, and Billy went with her.

He didn't take the little horse with him. Instead, he took his own favorite toy—the little green truck with a trailer.

This was Billy's first trip to the stores in Arbordale. He looked all around him—in all the shop windows, and at all the people.

When they came to the grocery store, Billy looked down at his truck. "Oh!" he gasped. "I've lost my trailer!"

"It must have come loose," his mother said.

"The trailer was the best part of the truck," said Billy. "I need the trailer for so many things."

All the way home they looked for the trailer. They looked for it on Main Street. They looked for it on River Street. And they looked for it on Pine Street where they lived.

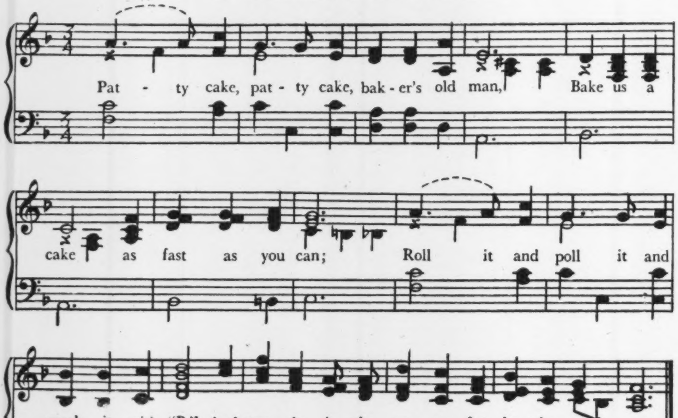
"Someone must have picked it up," said Billy sadly.

The next morning, Billy went out to the yard to play with the little toy horse.

"I like you," he told the little horse, "but I wish I had my trailer too." *(Continued on page 78)*

Patty Cake, Patty Cake

Set to Music by Marion W. Gatts


Pat - ty cake, pat - ty cake, bak - er's old man, Bake us a
cake as fast as you can; Roll it and poll it and
mark it with "B," And toss it in the ov - en for ba - by and me.

Courtesy, Public Schools, Chicago, Illinois

Make science part of the child
- - - not part of the room.

We planted a garden.

Dorothy Golub
Teacher, Primary Grades, P. S. 78,
Bronx, New York

Courtesy, Public Schools, Madison, Wisconsin

Take Science *Out of the Corner*

ONE day a student-teacher said to me, "I don't know much about science and I'd like to see what you have in your science corner." I told her that I did not believe in science corners and that a corner is the last place in which science should be.

One of my second-grade pupils came in one morning with something in her eye. She said, "The wind blew it in." Could you put the wind in a corner?

The Wind

We took our wind where we could find it and learned that although you couldn't see it, you could see what it did, and you could certainly feel it. We let it "do things" to our kites and pinwheels and balloons, to pieces of paper, and to our clothing and hair. We watched what it did to a bit of water we poured on the ground. We let it push us up the street, and we turned around and leaned against it and walked with great effort.

Back in the classroom with the breath of the wind still in our nostrils, we talked about how the wind could help people. It could dry our clothes quickly. It could push things like sailboats. It could turn windmills. It could cool us off if we were hot. It could blow seeds about so they could grow in many places.

We also talked about what harm the wind could do. It could blow down hanging signs. It could tear a flag on a pole. It could break a chimney or a window. It could blow your hat or your book away. It could blow something in your eye.

Caterpillar

On one of our walks a boy found a big fuzzy caterpillar on the ivy of the school building. Up in our room we all gathered around and allowed Fuzzy to walk from one eager hand to the other. The children were able to feel the strong suctionlike grip of his many legs. They also felt and saw the muscular movement go through his body from one end to the other like a wave. The children found out that Fuzzy eats leaves. Then the question came: "Should we kill him so he will not be able to destroy leaves?" Then they learned that if he lives, he might turn into a beautiful moth and help blossoms grow into fruit. The decision was left up to the children. They decided to let him live so he could turn into a moth. Fuzzy was placed on an ivy leaf right outside our window.

How much of this valuable experience would have been lost if Fuzzy had been a dead specimen, mounted on a pin, in a science corner gathering dust!

Water Vapor

Our goldfish bowl was on the window sill. It was noted that every morning the water was lower than yesterday's water line. The girl who watered the plants was instructed to add some water to the fish bowl daily. The children remarked that no water was removed. Where did the missing water go? What a simple set-up for a lesson on evaporation!

One day when a cold rain was falling someone noticed that the inside of the windows was wet. The children examined the windows for leaks. When none were discovered, the conclusion was drawn that the moisture came from inside the room. Soon the children learned that water condenses as well as evaporates.

Don't strain science. Let it come naturally; it's *just understanding the world around us.*

Plant Growth

When our supervisor questioned my second-graders as to what they liked best to do in school, some said reading, some said writing, and some said numbers.

"What about science?" he asked. "Doesn't anyone like science?" From their blank faces he realized that they did not know the word. He explained, "Do you like to learn about things that grow, for instance?" Then the children burst with enthusiasm. They pointed out the peas that were growing on a wet blotter behind a square of glass so that the roots were visible. From this they had learned that no matter how the seed is placed, the roots grow downward and the leaves grow upward. They had also learned that the seeds store food, for although the plants received only moisture from the damp blotter, they grew for weeks and attained quite a large size.

The children went on to point out two onions lying on the window sill. These were getting sunshine but they were not growing. By contrast, two onions standing in a pot of earth were tall and green and healthy. The children explained that sunshine was not enough. Plants needed food and water too.

They also showed the supervisor a stalk of celery in a jar of red-colored water. From this, they explained, you could see the plant sending food through the stem to the leaves, as the tiny veins in the leaves were visible in red.

All this the children knew—but *science?* Why bother them with big words?

Dried-up acorns in a science corner? Not a single one! But when the children came in with a seed of any kind, they knew how to find the part that helped the wind carry it away and the part that protected the seed. They took it apart to find the part that would grow into the roots and leaves and the part where the food was stored so the plant could get a good start before earth, sun, and water took over.

Where to Start

Our thermometer is not in a corner, nor our magnets, nor magnifying glasses. We take our snowflakes where they fall and our shadows where *they* fall. There is hardly a spot in your schoolroom, including the children themselves, where you could not start a science lesson.

With the wonders of the world all about us, why try to put science in a corner, on a shelf, or on an exhibit table? Where it should be is in the children's minds, feelings, and emotions. *Put life into your science by taking science from life.* Then your children will really gain knowledge, which is the true meaning of the word science.

Creative Dramatics

Because we know that you want for your pupils the rich development that comes from truly creative dramatics, this new **Instructor** *feature will appear each month. . . . and our staff unanimously agreed that no one could present it better than* **Ruth Birdsall** *who has been so close to your wishes about plays in the past.*

Mary E. Owen

OVER the past decade wonderful things have happened in elementary schools. They have become child-centered. Teachers have become counselors, leaders, and child-guidance specialists. Curriculums have been rid of tedious, useless materials, and are now planned at the child level. A modern elementary school is a delightful place to visit.

You, good elementary teachers, have you been consistent about your changes? What are you doing about dramatic play? Are you still acting as though "the play's the thing" when you really know "the child's the thing"?

This page is a new feature in THE INSTRUCTOR. Each month you and I will get together to discuss what we think, swap ideas, and share experiences.

When you want help with a play you wish to produce, or feel a need for more free dramatics in your classroom, or are looking for an idea for writing and producing a play on a specific topic, write to me in care of THE INSTRUCTOR. In addition, I'm going to tell you each month *why* I picked the plays we will present and give some ideas for using them.

Not for one minute do we believe that *every* play produced in the classroom should be originated by the group. Most of them, that's for sure; but there's a definite place for the prepared play, too. Also—and it's a big also—there are numerous uses for plays that many of you have probably never considered. They are good to read aloud, to be read by a group, to use for determining children's comprehension, to stimulate more expressional reading.

Now let us think about dramatic activities during the first few weeks of school. You primary teachers are interested in social adjustments and language growth. Use spontaneous dramatizations to help you.

If your youngest tots have visited a zoo during the summer, you will soon have them singing a zoo song with you. **What could be more natural than to have a parade?** As they march around, the children can become, in turn, elephants (with locked arms swinging for a trunk), giraffes (with arms overhead for the long neck), polar bears (hands on floor, knees not bent), and monkeys (climbing imaginary poles).

Who knows, perhaps before the month is up, a whole play story will develop with a family visiting the zoo animals lined up in imaginary cages while a zoo keeper answers a question or two about each animal?

By third grade, at least, the children will be able to originate short dramatic episodes related to their summer activities. If Bob and Chuck finish their drawings ahead of schedule, let them go into a corner or out into the hall and prepare an action picture of their experiences at a rodeo or on a fishing trip during the summer. Not to be outdone, Joette and Claire and Trudy will probably ask for a time to do a skit based on their experiences at the playground or swimming pool.

If your group wishes to help entertain another class or the first meeting of the Mothers' Club, a series of these summer-vacation scenes will be just the thing. If you think the mothers have not had experience with creative dramatics, you might decide to talk to them informally about some of the virtues of this form of expression.

The chances are that the middle-graders will start right in on a problem-solving activity. A committee may want to **make a report to the group in the form of some free dramatics.** In fact, why not suggest it? In rounding up makeshift properties, they will learn more about the subject.

Try livening up a language-arts period by reading a play together as a learning experience. Your interest in the children's reading will be camouflaged by some pointers you make on basic techniques—how to enter and leave, how to have effective groupings, how to make speeches clear to listeners, how to use substitute properties, and so on. Watch the results. Your potential actors will display expressional qualities in their reading heretofore unheard. They will surprise themselves.

How does your club program operate? **Do you have a dramatic club?** If not, this may be a good year to start one. If you have had one for a year or so, why not give it a new name this year. One school calls theirs "The Proud Players." I've also heard of "The Able Actors" and "The Dramatic Demons."

Don't leave the planning of activities entirely to the children unless you have a superior group who have had previous experience in dramatic club work. Interest will be maintained at a high level if the children have a chance to learn some new thing at each meeting. Play publishers have books and booklets that are helpful if you are new at the game.

Informal dramatics are the most natural way in the world to **call attention to various aspects of safety.** Hiking and picnicking pose many safety problems that can be clarified through little dramatic episodes. Make sure these do not turn out to be all talk and no action. "How not's" are usually easier, funnier, and more dramatic than "how to's." If the safe way is going to look sissy, don't dramatize it. Let the acted-out dangerous way be followed by the appropriate consequences or let someone tell in words what would happen if: a fire is not put out, a cut is not treated, impure water is swallowed, poison ivy is not recognized, and so on.

If you're caught (as someone has to be) with presenting an assembly program during the beginning weeks of school, **why not have some informal dramatics based on Labor Day?** It is basically an American holiday, yet one that children know little about because it comes when schools are not in session.

List some basic types of work with your group. Let them suggest the form of the program. It could be a quiz, or simple acts similar to charades.

Put the responsibility squarely on the shoulders of your best workers but prod them occasionally with a good idea. Then meet with the committee chairmen to make sure the program has continuity.

The first few weeks of school are not the best time in which to start rehearsing a published play. So when you look at the ones we have picked for this month, think in terms of fitting them into your dramatic picture sometime during the school year—not necessarily in September.

Most of us recognize a good play largely by instinct. So it was with me when I first read **Claribel Spamer's "A Joke on the Wolf."** (See page 47.) I didn't stop to ask why, but simply made a note to use it sometime. Since there are certain months when we must print seasonal or holiday plays, it seems wise to bring this play (suitable for any month) to your attention early. You may want to do as I did—make a note to use it sometime.

For example, you might read it aloud during September and use it as the basis for a class discussion. Your children will be pleased to meet the familiar fairy-tale personalities in a new situation. Its humor will delight them. Note that the vocabulary is not above third-grade level.

Later on, if you should get an S.O.S. from the P.T.A. program committee, it will be easy to say to your group, "Remember that play about the Three Bears and Red Ridinghood that we read one day in September?" In rehearsing and producing it, the speeches need not be repeated word for word as given, but the thought content of each speech should be brought out consistently for the sake of cuing.

If you study about some of the smaller nations that are so much in the news, you will be glad to turn to **"Phil Visits in Iran," by Lulu Leigh Pickett,** which appears on page 48. I wish we had a play on every one of the United Nations to offer you, but even if they came to us we wouldn't have room to print them all. I had another special reason for selecting this play. Use it to show your group how a play can be developed, with the aid of research material, to give information about the customs and nature of a country. Duplicate it and let them play-read it. Then it can be a group decision as to whether or not it should be memorized and produced.

As the play is written, the American boy Phil appears to feel superior to the children from Iran. His natural tendency to compare what he sees in this new land with what he has known at home results in his conveying the impression that he considers America better. It is this attitude which has made many Americans unpopular abroad. Phil should have been more careful to avoid expressing his reactions, but if he had, the play would have been less successful in showing the girls and boys who read or see it how Iran actually does differ from the United States. As the play progresses Phil shows a sincere appreciation for the abilities of his Iranian acquaintances, which he is just as frank to admit.

After reading the play through, be sure to discuss those points at some length. A whole area of good manners is involved. Point out also that what is necessary in a play to convey an idea to the audience would not be necessary in a real-life situation. For example, in real life Phil and his parents and teachers would have talked over what it would be like in Iran. They would have cautioned him against comparing tea and cokes. He would have known better than to imply that the sights and smells of the new country were less pleasant than those at home. In a play these ideas are compressed because plays are time capsules.

William Alderisio, the author of our third play "The Professor's Magic Telescope" on page 49, tells us he is a sales representative. He's been writing skits for his Cub Scouts as a hobby. I'm very sure that Mr. Alderisio knows boys as well as science. Most boys, and girls too, will chuckle over the humor in this play, as well as get an appreciation for astronomy as a science. Though the emphasis is on fun, a few facts about planets are tucked in.

Some group might adapt the play so that the children who take the parts of the visitors from the planets need not speak at all. The speaking could be done off stage or by children concealed inside a box representing the automatic interpreter.

This play is a natural for five of the most independent members of a science club to produce as entertainment for the rest of the club. It won't be hard for them to brush it up to give for a larger audience on Club Night or for an assembly program.

Now and then it is a good idea to have a play with all boys in the cast, but if you have girls in your science club, they could take part in this play. Rigging up costumes for the visitors from other planets and creating suitable "lab" equipment will call for plenty of imagination, and the children will have fun doing it. Don't *you* be critical of the results if *they're* satisfied.

I promised in the beginning of this article, remember, that you and I were going to "swap ideas and share experiences." **Now it is your turn.** I'd be glad to hear anything you have to say about creative dramatics and especially about ideas you have tried and liked. In case you have any questions, I'll see what I can do about answering them.

A Joke on the WOLF

Claribel Spamer

CHARACTERS

BABY BEAR
GOLDILOCKS
MAMMA BEAR
PAPA BEAR
RED RIDINGHOOD
SECOND PIG
GRANDMOTHER

SETTING

Inside the house of the Three Bears. On a table are three bowls of varying sizes. At the table are three chairs of varying sizes. Benches representing beds are at right rear in three sizes.

BABY BEAR (*skips in from left*)—Who wants to take a walk? My stomach's empty. I'll eat and then I'll use my pep to play, not to walk. (*Looks behind him.*) I hope Mamma and Papa didn't see me run home, but I guess they didn't. They were ahead of me. (*Sits down in smallest chair and starts to eat from the smallest bowl. A noise is heard at the right.*) Someone is coming, and I am here all alone! (*Looks around frantically.*) I'd better hide. (*Runs behind the biggest bed.*)

GOLDILOCKS (*enters from the right and looks around*)—There seems to be no one at home. I knocked, but there was no answer, and I am so hungry and tired that I can go no farther. (*Sits in biggest chair. Sighs.*) My poor feet! (*Sees bowl.*) Mmm, food!

(*Baby Bear peeks out from behind the bed and then ducks back. He does this from time to time but always unseen by Goldilocks.*)

GOLDILOCKS (*tastes from largest bowl*)—Ouch, it is too hot! (*Sees other bowls and moves over to medium chair.*) Perhaps this porridge will be better. (*Tastes carefully and shakes her head.*) No, it is too cold. It tastes even worse than cold oatmeal. (*Moves to small chair but topples on it and leaps to her feet, looking at it.*) I guess I broke it. (*Looks at small bowl.*) Well, at least I can eat standing up. (*Tastes carefully, smacks lips daintily, and eats entire contents of bowl.*) That was just right, and makes me feel much better. But now I'd like to lie down. (*Looks around and sees the beds. Goes toward them.*) Just the thing! (*Lies on biggest bed.*) This big one is too hard. (*Sits on medium bed.*) This is much too soft! (*Sits, and then lies, on small bed.*) This one is just right. (*Falls asleep.*)

BABY BEAR (*comes out of hiding and looks at her*)—Only a little girl! She is no one for me to be afraid of! (*Crossly.*) She ate my food! (*Shakes her.*) Wake up! (*Goldilocks stirs but does not wake.*) She is very tired. But if Mamma and Papa return while she is still here, they are apt to be so angry about my breakfast and chair that they might eat her. I shall *have* to wake her. (*Shakes her.*)

GOLDILOCKS (*yawns, and jumps up frightened*)—Oh, a bear!

BABY BEAR (*impatiently*)—I'm only a baby bear. I won't hurt you. But you must get up and make some porridge to fill my bowl.

GOLDILOCKS—I don't know how. I eat only oatmeal at home.

BABY BEAR—Well, it's practically the same. And you'd better, or my papa will be angry.

GOLDILOCKS—But I don't know how to make oatmeal either.

BABY BEAR—Mend my chair, then. My papa will be angry about that, too.

GOLDILOCKS (*walking over to broken chair and looking at it*)—I don't think I can.

(*Baby Bear also examines it.*)

BABY BEAR (*sighing*)—Oh, neither can I. And I don't know how to cook at all. I'm not allowed to touch the stove. What shall we do?

GOLDILOCKS—I don't know. I'd better go.

BABY BEAR—Where will you go?

GOLDILOCKS (*looking worried*)—I am lost, so I have no idea.

BABY BEAR—Well, if we can only fix things here, Papa and Mamma might not be cross, and then they could help you find your way home. (*A knock is heard off stage right.*) Who can that be? Shall I let him in?

GOLDILOCKS—Perhaps it is someone who can help us.

(*Baby Bear goes to right and admits Red Ridinghood.*)

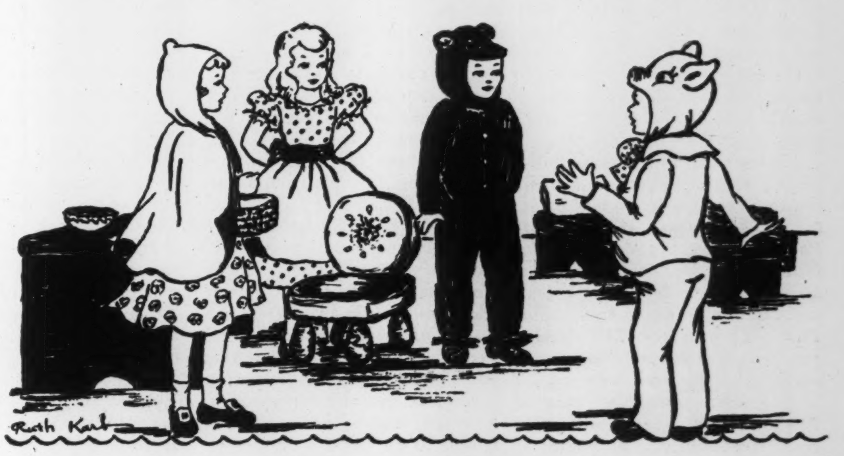
RED RIDINGHOOD (*enters*)—Can you tell me the way to my grandmother's house? I must have taken the wrong path.

GOLDILOCKS—Don't tell me you're lost *too!*

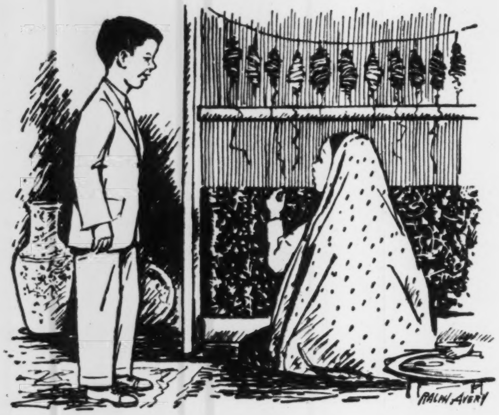
RED RIDINGHOOD—Are you?

GOLDILOCKS—Yes, but I think I am in a worse fix than you are. If I stay here, the big bears will find me, and there's no telling what they might do to me, because I ate Baby Bear's food.

(Continued on page 73)



Phil Visits in Iran



Lulu Leigh Pickett

CHARACTERS

MOHAMMID—Iranian boy.
FATIMA—Iranian girl.
MOTHER
FATHER—Parents of Mohammid and Fatima.
MR. MARTIN—An American in Iran on business.
PHIL—His son, along for the trip.
ZENOBIA—A servant girl.

COSTUMES

Mother and Fatima wear western-style dresses and bright-colored scarfs looped over the head. or a *chadar* (see illustration). Father and Mohammid wear business suits, as do also the Americans. Zenobia wears a very full, bright, small-patterned skirt and long-sleeved blouse and a long scarf which she wraps around her neck and over her head.

SETTING

Interior of room in a home in Abadan, Iran. A large loom with a rug in process is at one side. Two tables, one with tools for making jewelry and the other with pottery pieces set out, are essential furnishings.

REFERENCES

In addition to research done in textbooks and encyclopedias, much helpful information for this play was found in *The National Geographic Magazine*, October 1951.

(*Mother and Fatima are at the loom. Father is making jewelry, and Mohammid is doing pottery work.*)

(*Mr. Martin and Philip arrive and stand in doorway. Father, seeing them, jumps and hurries to greet them.*)

FATHER—Welcome, my friend, thrice welcome. Come in! Come in! Mother, Mohammid, and Fatima, here is my good friend Mr. Martin from America. And this must be your son Phil of whom you have spoken so often. (*Takes hold of Mr. Martin's arm and pats Phil on shoulder.*)

(*Women turn and smile graciously at the visitors and then continue work. Mohammid bows to Mr. Martin and then he and Phil inspect each other carefully. Father leads Mr. Martin over to his table where they begin a low conversation. Mohammid and Phil walk over to Mohammid's bench and sit down facing audience, still sizing each other up.*)

MOHAMMID (*speaking with a British accent*)—I say, did you come from America by plane?

PHIL—Yes. We arrived here in Abadan this morning.

MOHAMMID—Your trip was not too bad, I hope.

PHIL—It was wonderful! Do you know, when we tried to drive from the airport to our hotel in Tehran we were held up in traffic over an hour because of a flock of sheep, a herd of goats, and a string of camels coming from the desert? And right in front of our hotel I saw wagons with designs painted on them and horses with their legs and tails dyed henna!

MOHAMMID (*looking surprised and uncertain*)—Then in America you do not have these things?

PHIL—Are you kiddin'? The only camels we have in America are in the zoo. And if one sheep or one goat dared to wander on any of our streets its owner would be thrown into the hoosegow pronto!

MOHAMMID—This "hoosegow" and "pronto," please, I do not understand.

PHIL—That means he would be put in jail at once. *Pronto* is Spanish and means right now. (*Gets up and looks out of the window back of Mohammid.*) Abadan is an island, isn't it? My father said that its population is about the same as Hartford, Connecticut. (*Looks at plant growing near window.*) That's an oleander, isn't it? We have them in America too. I have seen lots of them in Colorado and California.

MOHAMMID—We have many shrubs and trees of varieties like those in the United States. The Anglo-Iranian Oil Company has made a very fine city from a barren mud flat.

PHIL—Are there schools here?

MOHAMMID—But of course! We have seventeen public schools which are taught by Persian teachers. You know, do you not, that Iran was formerly called Persia? (*Phil nods.*) We have adult night classes and a very fine Technical Institute. However if a student shows great promise he is sent to an English university.

PHIL—You sound like a Britisher. But your English is O.K. Are you taught English in school?

MOHAMMID—Yes, *I* was. But I have a friend who taught himself English from comic books.

PHIL—Wait until I tell that to my mother. She objects if I just look at one!

MOHAMMID—I am studying several languages because I hope to be a doctor. I plan to return to Abadan to practice. School children are given free medical attention and I should like to help make my people well and strong.

PHIL—What is the matter with them now?

MOHAMMID—In many cases their diet is too restricted. A large number of our people live on bread and tea.

PHIL—Tea! Tea! Everybody drinks tea. Don't you have any cokes?

MOHAMMID—Yes, we have cokes and eskimoes, but we prefer tea.

PHIL (*shakes his head*)—Can't understand it. "Eskimoes" is ice cream, huh? (*Mohammid nods.*) Do you have any movies?

MOHAMMID—Yes, we have more than twenty cinemas. Mickey Mouse is a great favorite all over Iran. We also have social clubs, athletic clubs, hobby clubs, outdoor swimming pools, hospitals, libraries, newspapers, and concert halls. We play volley ball, tennis, polo— Did you know that polo originated in Persia?

PHIL—No, I didn't know that. You have just about everything, I guess, but the whole country sure looks and smells different from America. Just about all kinds of people here, too, I guess. This morning, down by the waterfront, I saw a "No Smoking" sign printed in twelve different languages. (*Begins to look at pottery.*) Say, did you make all these things?

MOHAMMID—Yes, I did. In my spare time I work at handcrafts. You see the Machine Age has not yet come to Iran. There are few factories and our shops are small—just stalls or booths in the bazaar. Each merchant has his own business. Almost everything is handmade—even spare parts for an automobile.

PHIL (*walking around and looking at rugs*)—Boy! Those are certainly beautiful. (*Watches Fatima at work.*) Why! You're tying knots!

FATIMA—It's the knots that make the rug beautiful and durable.

PHIL—But you tie them so fast!

FATIMA—Girls learn to tie knots when they are about six years old. We learn with practice to tie them very fast. I can tie about twelve hundred a day but Mother can tie three thousand.

PHIL (*whistles*)—How long will it take you and your mother to finish that rug?

FATIMA—About a year and a half. Some especially fine rugs take longer than that, But they are not floor rugs; they are used as wall hangings.

PHIL—On the way from Tehran we saw men washing rugs. They were tramping on them in a mineral pool. When the rugs were thoroughly clean they were put on near-by hillsides to dry. They looked like a huge brilliant carpet from the air. How do you know where to make the design?

MOTHER (*hands Phil a colored drawing and says shyly*)—We follow this. It is a pattern.

(*Father and Mr. Martin get up and slowly walk over toward the rug, talking quietly. Seeing them going over to Fatima and his mother, Mohammid joins them.*)

FATHER (*addressing Mother who has turned to face him*)—I have invited Mr. Martin and Phil to come to our New Year's picnic tomorrow.

PHIL—New Year's in April?

FATHER (*laughing*)—Yes, our New Year begins March 21. Hundreds of our people, young and old, rich and poor, go on a picnic the thirteenth day of the New Year. Now sit down and we shall have tea. (*Claps his hands. Zenobia comes to door.*) Please serve bread and tea to our guests, Zenobia.

(*Zenobia brings in a tray on which are a samovar, tea glasses on plates, and a plate of bread folded like paper napkins. She places tray with samovar and glasses in front of Mother who serves tea. Fatima hands tea glasses to guests, and Father. Zenobia passes plate with folded bread.*)

PHIL (*helps himself to bread*)—Is this bread? What I saw in the market place looked like a big hat.

MR. MARTIN (*reprovingly*)—Phil!

FATHER—I understand, Phil. When I was in America I thought your loaves of bread were very strange.

(Continued on page 76)

The Professor's MAGIC TELESCOPE

William Alderisio

CHARACTERS

PROFESSOR—An astronomer.
CUB SCOUT
MARTIAN—A man from Mars.
NEPTUNAS—A man from Neptune.
SATURNO—A man from Saturn.
VOICE—Heard off stage.

COSTUMES

Glasses and a [illegible]ard will add to the Professor's appearance. Cub Scout wears a uniform, of course. The men from the other planets might wear coveralls in brilliant shades or sheets draped over their street clothes. Their headgear, made from cloth, papier-mache, paper bags, or cardboard, can be elaborate or simple. Encourage the use of creative imagination.

SCENERY

The interior of an experimental laboratory. The only essential equipment needed is a telescope (made of cardboard or wood) mounted on a stand of some sort; an "earth machine" (cardboard box with some dials, and so on, painted or affixed on the front and long strings to represent wires hanging from both sides); an "automatic interpreter" (cardboard box with imitation microphone attached and a series of dials.)

(*Cub Scout knocks off stage.*)

PROFESSOR—Come in.

CUB SCOUT (*entering*)—Hello, Professor Bright. The last time I visited you, you were improving your telescope. You told me that when I came back, you would show me the latest improvements you had made.

PROFESSOR—Oh, yes, you are that curious Cub Scout who asked me all those questions. Well, I'll keep my word; you may look through my improved telescope. But first I'd like to tell you a little about this telescope. It has a series of small, but mighty powerful lenses, which make it even more powerful than the big 200-inch telescope at Mount Palomar.

CUB SCOUT—More powerful than the big 200-inch job?

PROFESSOR—Yes—more powerful because not only does my telescope match the seeing distance of the Palomar giant—a distance of six trillion miles—but mine has an atomic magnetic beam, which not only focuses on the characters from other planets, but can actually draw them to earth.

CUB SCOUT—You're kidding.

PROFESSOR—Kidding you, am I? Well, just you wait. I'll prove that I can do exactly what I said.

CUB SCOUT—You mean you can not only see people on other planets, but that you can bring them to earth—right here to your laboratory?

PROFESSOR—Precisely—through my atomic magnetic beam.

CUB SCOUT—Boy! This I've got to see.

PROFESSOR—Indeed you shall. First I'll see what I can find on Mars. (*Professor focuses telescope and turns a series of dials.*) Ah! Come here, Scout! Take a look at this.

CUB SCOUT (*looks into the telescope*)—Holy smokes! What is it?

PROFESSOR—Why guess? Let's just bring him right here to my lab and find out what it is. I'll push this button and my Atomic Magnet will do the rest. (*He pushes button and waits.*)

MARTIAN (*enters*)—Bloop bleep bliddle bloom.

CUB SCOUT—What'd he say? What did he say?

PROFESSOR—I'll just turn on my automatic interpreter here, and we shall hear. (*Turns button.*)

VOICE (*off stage*)—Eh? What's up, Doc?

PROFESSOR—Here, Scout, help me fasten these wires to his helmet. In a few minutes we'll be able to converse with him in English.

CUB SCOUT—In English? (*Starts helping Professor.*)

PROFESSOR—Yes—as he speaks into the special microphone, his words are immediately translated into English.

CUB SCOUT—But will he be able to understand us?

PROFESSOR—Yes. Those wires that we just attached are from the Earth Machine. Through it, our words are immediately transformed into his language.

CUB SCOUT—This I have to see.

PROFESSOR (*to Martian*)—Can you hear me?

MARTIAN—Yes.

PROFESSOR—Sir, what is your name?

MARTIAN—Zungo Bunk.

CUB SCOUT—"Zungo Bunk."
Ha—ha—ha!
Ha—ha!
Ha!

PROFESSOR—Please, Scout, show a little respect for our visitor.

CUB SCOUT—I'm sorry.

MARTIAN—Pleased to meet you, Sorry.

PROFESSOR—No! No! No! His name isn't Sorry. This is Cub Scout.

MARTIAN—What a funny name!

PROFESSOR—Tell us, Zungo Bunk, what type of work do you do on Mars?

MARTIAN—I work on the great canals.

PROFESSOR—Oh, a sailor?

MARTIAN—No, I'm a moon watcher.

CUB SCOUT—A moon watcher?

MARTIAN—Yes, on Mars we have two moons. Our canal traffic is guided by the position of the moons in our sky.

CUB SCOUT—Then you're something like a traffic cop?

MARTIAN—Yes, I guess so.

CUB SCOUT—Will you remove your helmet so we can get a good look at you?

MARTIAN—I'd be glad to, but if I did I wouldn't be able to breathe. You see, our atmosphere is quite different from yours.

PROFESSOR—I guess it seems awfully hot to you, here on Earth.

MARTIAN—Yes, our noonday temperature is near your freezing point. I can't stand much heat.

PROFESSOR—Well, before we send you back to Mars, is there anything you would like to ask us about our planet?

MARTIAN—Just one thing. Down here on Earth, if you put three ducks in a crate, what would you have?

PROFESSOR AND CUB SCOUT—We don't know.

MARTIAN—Out on our planet, you'd have a box of quackers. (*He laughs.*)

PROFESSOR (*disconnecting the wires from helmet*)—Good-by, Zungo Bunk. Come back again.

CUB SCOUT—Yes, Zungo Bunk, do come back.

MARTIAN—Send for me any time. But now to Mars I go. (*Gestures a la Jackie Gleason.*)

PROFESSOR—Well, Scout, what do you think of my telescope now?

CUB SCOUT—Boy! It's really super. But can you bring someone in from a more distant planet—say Neptune, for example?

PROFESSOR—Well, that's really asking for something tough; but we can try. As you know, Neptune is one of the most distant planets. Here goes! (*He adjusts dials on telescope and peers into it.*) What have we here?

CUB SCOUT—Let me see. Let me see. (*Looks.*) Gee Willikers! He is tiny.

PROFESSOR—I'll turn on the magnetic beam and we'll see what happens. (*Turns dials.*)

NEPTUNAS (*enters angrily waving arms*)—Googlc snoogle google woggle.

CUB SCOUT—What'd he say?

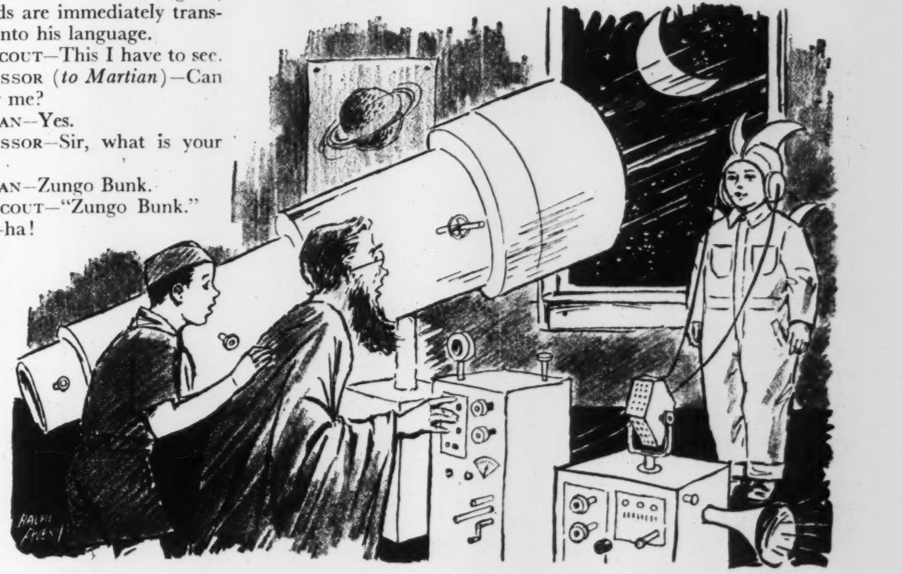
PROFESSOR—Here, I'll turn on the automatic interpreter and we'll find out.

VOICE (*off stage*)—What's the big idea, huh?

PROFESSOR—Come here, Scout. Help me fasten the wires to the language transformer. (*He and Scout work.*) There, that's fine.

CUB SCOUT—Hello, can you hear me?

NEPTUNAS—Sure I hear you and I want (*Continued on page 77*)



THE SLOW-LEARNING CHILD

The First Two Weeks in Your Special Class

HELEN CLARK

SPECIAL-CLASS teachers have organizational problems that differ from those in regular groups. They are not necessarily more difficult—they simply call for the application of some techniques that you have already established in working with these slow-learning children.

Actually, you have some advantages over teachers of regular groups. First, your group is smaller. It needs to be, you may say, but even so, it makes the beginning weeks of school easier. Then, you are probably not starting entirely with a new group, since most children in a special class remain in the same room three to four years or even longer.

During the beginning of the term you probably will acquire some newcomers. They may be children who have moved into the district during the summer, but some will probably be commitments from regular classes. The latter group may be the most difficult to assimilate into your class for they may come with feelings of rebellion prompted by their parents who feel that there is a certain stigma attached to having their children placed in a special class.

Your first big problem for the beginning of school, therefore, is to deliberately weld your group together. Here, again, your situation is different from the teacher of regular children, for you probably have a wider age span. The children are often conscious of differences in size among them. Your one advantage lies in the fact that despite these differences, there is a decided homogeneity in the ability and maturity of your group.

You will want to plan activities especially designed to develop group feeling during these beginning weeks. Later on, it will be necessary for the children to work individually to a large extent, but you will never have a happy room unless they first are able to work as a group. Games, hikes, picnics, a series of brief discussion periods in the classroom, and an easy social-studies unit in which they all participate will help to solidify your group.

An activity for you, yourself, during the first two weeks is a study of each child's special maturities. These you will capitalize on as the year goes along. The low-ability child is likely to be an insecure one. The points at which he has acquired a certain maturity are like safety spots in a parcheesi game. Once he gets into those activities, pressures are relieved temporarily.

You will want to list these maturities early for your own use so that you will know what special activities to resort to with each individual child during the remainder of the term. A girl may be a neat housekeeper, priding herself on her tidy desk or locker. A boy may have a particular mechanical bent or he may be a very reliable errand-runner. Another child may be able to letter well, even though he can't spell the words. Some very young children who have difficulty with reading, count and do other simple arithmetic with relative ease.

Most teachers of long experience with slow learners emphasize that it is wise to learn their strengths before you investigate their weaknesses. As the year continues, this knowledge will make it easier for you to maintain that objective approach which is so necessary for every phase of special-class work.

A third special beginning activity that will pay off during the entire year is the conscious setting up of good-housekeeping habits. In most special classes, there is a great deal more activity than in a normal classroom. The workbench is usually more elaborate, the supply of materials for handcraft more complete. Because of the differences in ages there is a greater

(*Continued on page 83*)

A First Lesson in Original Composition

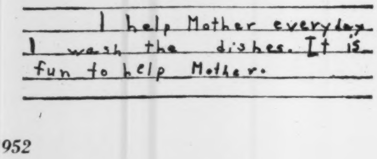
RUTH GRANDE

Teacher, Third Grade, Public School No. 248,
Brooklyn, New York

COMBINING two or three original sentences about a single topic in written form is a vital step forward in the language-arts program for young children. They enjoy the feeling of creativeness and at the same time are eager to read their compositions to an audience. The problem is to arouse their interest and give them sufficient language background about a particular topic so that two or three simple sentences can be written with ease. The key to this problem lies in an experience common to all the children in the class.

Although my third-grade pupils are only on the first- and second-grade reading levels I felt that emotionally they were sufficiently mature to write two or three original sentences. Our social-studies unit on the family suggested the topics "Helping Mother" and "Helping Father." I used this procedure.

1. Discussion of the experience.
2. Picture study illustrating the experience.
3. Vocabulary chart suggested by the children's discussion.

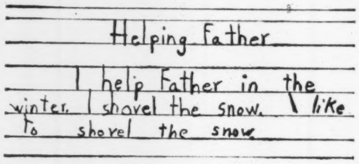


Helping Mother

I help Mother everyday
I wash the dishes. It is
fun to help Mother.

4. Oral use of chart vocabulary in games and sentences in answer to teacher's questions.
5. Writing words in sentences of their own choice.
6. Finally writing two or three sentences in answer to questions.

The girls naturally fell into the group that helped Mother, and the boys fell into the group that helped Father. In answer to the question, "How do you help Mother?" the girls said, "Washing dishes, drying dishes, helping take care of baby, going to the store, making my bed, dusting the chairs, putting my toys away, and sweeping the floor."



Helping Father

I help Father in the
winter. I shovel the snow. I like
to shovel the snow.

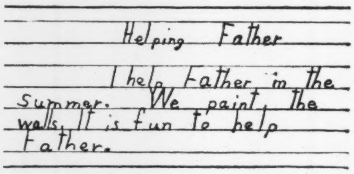
In answer to the question, "How do you help Father?" the boys said, "Painting the fence, shoveling the snow, raking the leaves, washing the car, planting the garden, putting up the screens, and making a birdhouse."

Then we discussed when Mother and Father were helped. The children replied, "In the morning, after school, after dinner, at night, on Sunday, on Saturday, in spring, in summer, in the fall, in winter, every day, and after supper."

All answers were put on the blackboard as the children suggested them. We read the answers together.

Pictures illustrating the children's experiences, helping Mother and Father, were displayed and discussed. Those brought in by the children were put on the bulletin board. Many suggested the time of day or the season of the year. Then I made three charts with the assistance of the class: *I Help Mother, I Help Father,* and *When I Help.* The children suggested items to list on each chart.

The phrases were read several times in various forms of drill and games until the children recognized them without difficulty. One very effective game was "The Pantomime Game." A boy makes believe he is shoveling snow. He asks the class, "How am I helping Father?" A child answers and points to a phrase on the chart. If he guesses correctly, he goes through the same procedure, but of course chooses another phrase. This game gives the children further language experiences.



Helping Father

I help Father in the
Summer. We paint the
walls. It is fun to help
Father.

A game such as the following may be played with the "When I Help" chart. A child asks the class, "When do I wash the dishes?" Another child answers by pointing to "at night." If he guesses correctly, he gets the next turn.

Everyone seemed ready for the next step—to write one phrase in a sentence. The girls chose phrases on the *I Help Mother* chart and the boys chose from the *I Help Father* chart. They wrote

(*Continued on page 82*)

Girls and Boys Section

A DUCKY GAME

Camilla Walch Wilson

Choose a boy (or girl) that can make others laugh. Slip paper bags over his hands, tying them on at the wrists. This person is the "Duck" and the sacks represent webbed feet.

To play, all sit in a circle. The "duck" comes in, waddling on all fours. He stops before each player and, imitating Donald Duck's voice, says any silly thing he can, to make the player laugh. Whoever laughs at his ducky antics exchanges places, putting on the sack feet. Unless you want to be the duck, try your best not to laugh.

GUESS MY NAME

Laura Arlon

My outside is always hard and
green,
But inside a rosy red is seen.
I have many seeds, either black or
dark brown,
I'm grown in the country and
brought into town.
Of all the fruits that are grown on
a vine
Pride of being the largest is all mine.
Though I'm mostly water, I'm so
good to eat,
On a hot summer day, you'll find me
a treat.

FIND THE HIDDEN WORD

Ruth E. Libbey

Can you find parts of the body hidden in these sentences?

1. The truck driver dimmed his headlights.
2. When Phil's automobile was stuck in the sand, the spade came in handy.
3. An armadillo can curl itself up into a ball.
4. The birds began to sing very early.
5. The Indians have many beautiful legends.
6. She picked a nosegay of violets.
7. He nailed a picket on the fence.
8. Billy has a new desk and chair in his room.
9. They like to eat chestnuts.

SPLITTING A PENCIL

Margaret O. Hyde

Try this trick with your friends. Tell them that you can split a pencil without breaking it.

Place a pencil in a glass of water and carefully put the glass at the very edge of a table. Stoop so that you can look up through the water from the bottom edge of the glass. The pencil will seem to be split into two parts.

NUMBER PUZZLE FUN

Erne Levins

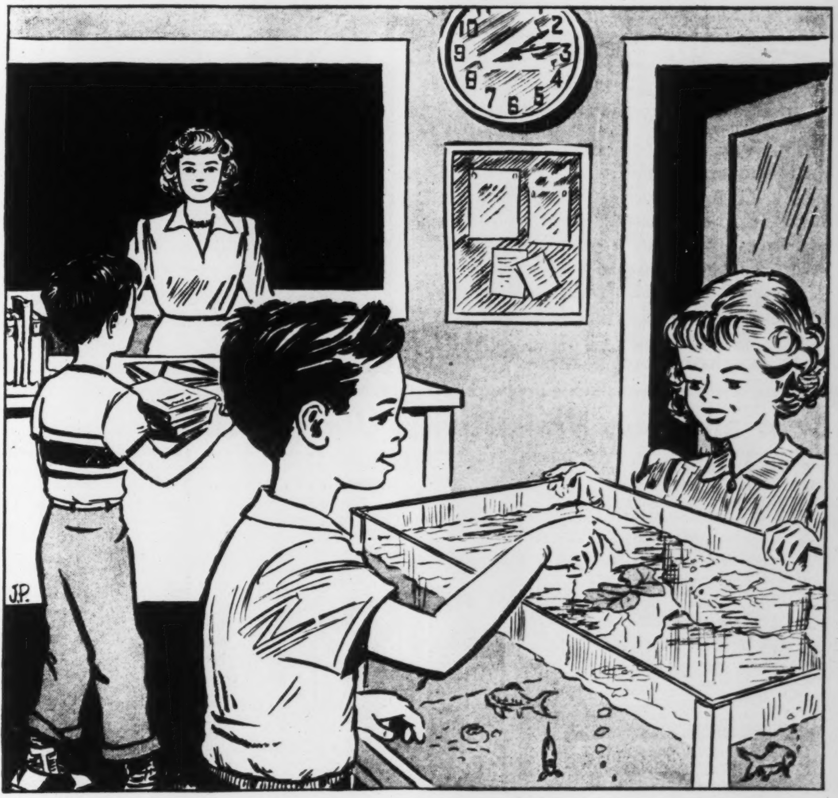
Take the number that rhymes with
you.
Multiply it by the rhyme of *free.*
Add it to the rhyme of *door.*
Then subtract the rhyme of *shoe.*
Divide this by the rhyme of *more,*
And add to this the rhyme of *tree.*
Divide this by the rhyme of *dive*—
The answer you get will rhyme
with *gun.*

Answers to puzzles, riddles, and quizzes are on last page of "Girls and Boys."

Can You Find Out?

The fourth grade has a new teacher. What is her name?

On her desk the first letter is found.
Look for the second in something round.
The third you'll find is near the clock;
The fourth is hidden on a boy's sock.
Look for the fifth near the door;
The sixth you must hunt for—
I'll tell you no more.



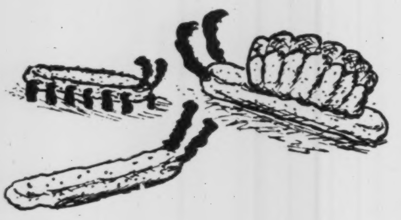
GUMDROP CREATURES

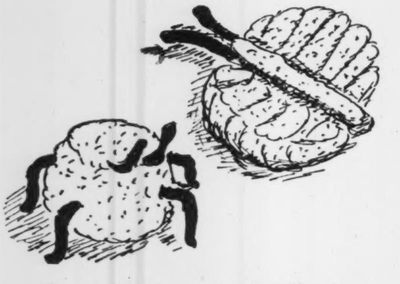
Luella Pierce

Orange slices, round gumdrops, and jelly fingers are used to make the bodies of little creatures for party favors.

A beetle is made by inserting short pieces of pipe cleaners, bent to look like legs, into a fat, round gumdrop. Two still shorter pieces are used to make the antennae, or feelers.

For horned caterpillars, use jelly fingers for bodies. Pieces of pipe cleaners about 1⅜″ long are the antennae, or horns. You may add spots of gumdrop bits.





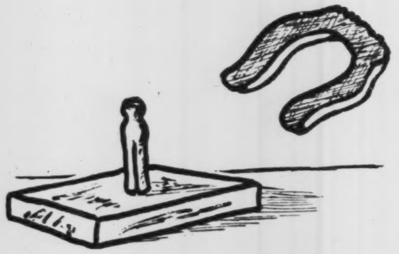
A butterfly has a dark jelly finger for its body and two orange slices for wings. Fasten the orange slices to the body using toothpicks which have been inserted into both the body and wings. The antennae are black and white pipe cleaners, cut in desired lengths. Spread them to make the creature look real.

For a snail, cut a piece of orange slice for the "house." The body is a dark-colored jelly finger. Fasten the orange slice to the jelly finger with toothpicks. Again use pieces of pipe cleaners for feelers.

After you have had fun making these creatures, you will have just as much fun eating them.

LET'S PLAY HORSESHOES

Harry J. Miller



Do you like to play quoits or horseshoes? It's a lot of fun. If you don't have your own rubber horseshoes, you can make some from an old tire. Cut off sections, each 1″ wide. Cut as many as you need.

To make a goal, drill a hole in the middle of a small block of wood and force a clothespin in it. Paint it with bright enamel paint.

The Riddle Box

What time is it when the clock strikes thirteen?

What is always before you, but you can never see it?

White or red,
Long or round;
You'll find them growing underground.
What are they?

What noun has five letters until two are taken away? Then it is one.

On which side of the courthouse does a maple tree grow best?

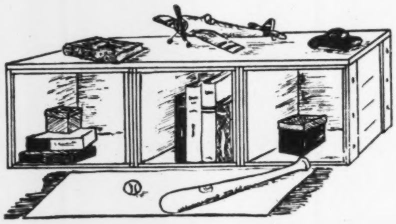
APPLE-BOX BOOKCASE

Grace A. Randall

You can make bookcases for your room from sturdy apple boxes. You can get these boxes at most fruit stands or grocery stores. Try to find boxes that look alike. Pull out all the unnecessary nails and soak off all the paper. With very coarse sandpaper go over the boxes, making them smooth. Then use a fine sandpaper to take off the final rough spots.

Paint the boxes inside and out with flat white paint. Use enamel paint for the second coat.

When the paint is thoroughly dry, stack the boxes any way you like. Bricks make a good standard for the bookcase. A strip of lumber cut to fit the top may be nailed in place. This roomy bookcase not only takes care of books but is handy for boxes, puzzles, toys, a work basket, and so on. The top makes a good counter for plants, airplane models, and vases of flowers.



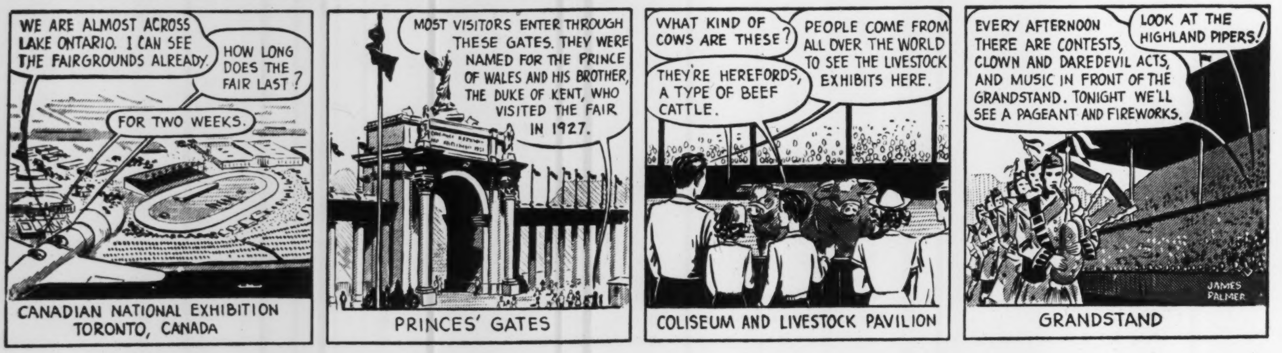
STATES TO GUESS

Sheila Bane

Using abbreviations, can you name these states?

1. What state is a doctor?
2. What state is a number?
3. What state is a father?
4. What state is sick?
5. What state is a young girl?
6. What state is something Noah used?
7. What state is a raw metal?
8. What state makes clothes clean?

Sam and Sue Travel with Uncle Dick



WE ARE ALMOST ACROSS LAKE ONTARIO. I CAN SEE THE FAIRGROUNDS ALREADY.
HOW LONG DOES THE FAIR LAST?
FOR TWO WEEKS.
CANADIAN NATIONAL EXHIBITION TORONTO, CANADA
MOST VISITORS ENTER THROUGH THESE GATES. THEY WERE NAMED FOR THE PRINCE OF WALES AND HIS BROTHER, THE DUKE OF KENT, WHO VISITED THE FAIR IN 1927.
PRINCES' GATES
WHAT KIND OF COWS ARE THESE?
PEOPLE COME FROM ALL OVER THE WORLD TO SEE THE LIVESTOCK EXHIBITS HERE.
THEY'RE HEREFORDS, A TYPE OF BEEF CATTLE.
COLISEUM AND LIVESTOCK PAVILION
EVERY AFTERNOON THERE ARE CONTESTS, CLOWN AND DAREDEVIL ACTS, AND MUSIC IN FRONT OF THE GRANDSTAND. TONIGHT WE'LL SEE A PAGEANT AND FIREWORKS.
LOOK AT THE HIGHLAND PIPERS!
JAMES PALMER
GRANDSTAND

Science for Fun

Gladys Liljenberg

ADVENTURES WITH ROCKS

Have you ever wondered about all the rocks of the earth? Let's pretend that rocks can talk.

One day a colorful little rock rolled down a hill and stopped beside a ragged-looking gray rock. This rock said, "Who are you?"

The pretty rock answered, "My name is Granite. I'm from the family of hard rocks. Perhaps you've heard of my relatives—Flint, Marble, Slate, and Quartz?"

"My name is Shale. I look ragged because I belong to the soft-rock family. My brothers, Sandstone and Limestone, are better-looking."

"I wonder why we are small and some rocks are big?" Granite said. "Let's ask the big rock at the foot of the hill."

"How can we get there?" asked Shale.

Suddenly the wind blew, the rain came, and the two little rocks slid down the hill toward the big rock. When the storm ended, they asked the big old rock about themselves.

"Rocks are many, many years old," he said. "They keep changing all the time, and are all sizes, shapes, and colors. Some are so hard they cannot be easily broken; others are soft and crumbly.

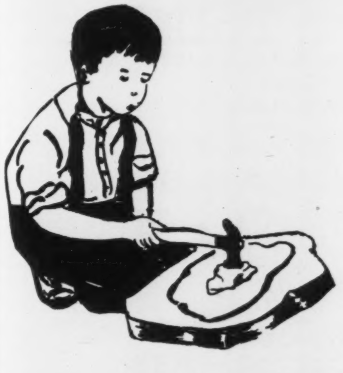
"Streams of water slowly wear away big rocks. During the spring rains, the streams flow fast and the water pushes and rolls rocks along. As they rub against each other, pieces wear off, and become smaller and smoother. As these pebbles rub together, more pieces break off and become sand. The sand wears away and finally becomes dust—a part of the earth's soil.

"Every kind of rock has some way of helping man," the big rock said. "Slate splits into layers for blackboards; limestone is used in chalk; quartz is used for cutting; granite and sandstone are used in building; shale is used in cement and bricks."

The two small rocks were pleased with the big rock's story, and told him so. Then they sat and dreamed of what they would do some day to help man.

You can easily make a rock collection and your science books will be helpful when you identify each kind. Here are several experiments to try.

1. Wash the rocks so you can see their colors. Look at them under a magnifying glass. Look at samples of sand the same way.
2. Try to break some rocks with a hammer. Put a heavy cloth down first so the rocks pieces will not fly.



It is easy to tell which rocks are hard or soft.

3. Rub two soft rocks together until they crumble. Pound these pieces. Now what do you have?
4. Using a small piece of wood wrapped with sandpaper, rub rocks. What happens to different types?

A MITTEN FOR YOUR BATH

Gene Wright

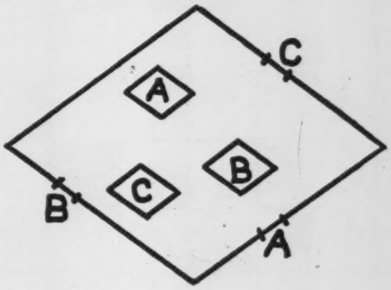
It's fun to take a bath with a bath mitt. To make it, first trace around your hand on a sheet of paper. Cut it out. This is your pattern.

Use two washcloths to make the bath mitt. Cut the washcloths a little larger than your pattern. Make the fingers all together, but make the thumb separate. Blanket-stitch around the edges, leaving an opening at the wrist for your hand. Attach a loop for hanging.

CONNECT THE SPOTS

Hazel Rohloff

Look at the diagram below. Can you draw a line from each letter on the inside to the corresponding letter on the outside edge without crossing any of the lines already drawn? All of your lines must be drawn inside the square. Try more than one solution. This is a good puzzle to use at a party.

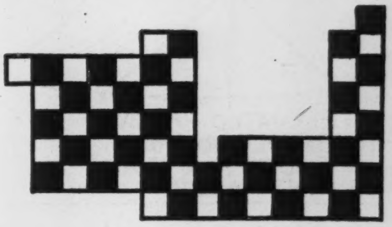


A CHECKERBOARD PUZZLE

June A. Stephenson

This design can be cut apart in order to make a checkerboard eight blocks by eight blocks. The puzzling proposition is to find a way to cut it into only two pieces and have the pieces fit together to make a perfect square of alternate black and white small squares.

Can you do it? This would be a good puzzle to have your friends figure out. Make a copy of the puzzle for each one. Draw it twice as large and measure it accurately.



Time to Smile

Teacher: If we breathe oxygen during the day, what do we breathe at night, Johnny?
Johnny: Nitrogen.

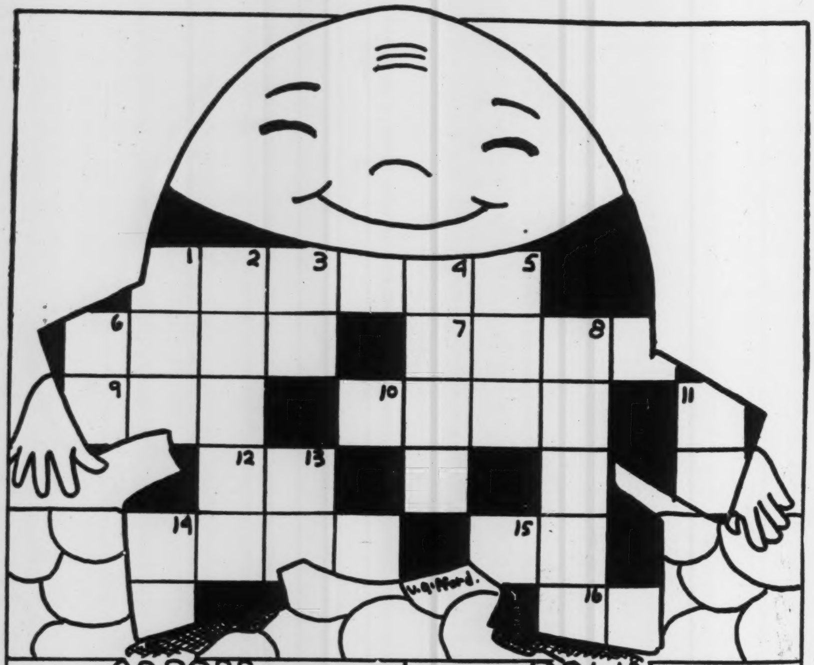
Mother: Jack, you've been fighting again, and you've lost your two front teeth.
Jack: No, I haven't. I've got them both right here in my coat pocket.

Bill: Life was just a big empty desert to me before I met you.
Betty: Is that why you dance like a camel?

Boss: You're the laziest boy we've ever had. Aren't you quick at anything?
Boy: Yes, Sir. Nobody can get tired as quick as I can.

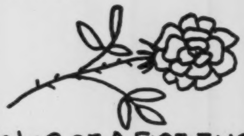
A HUMPTY DUMPTY PUZZLE

Virginia Gifford

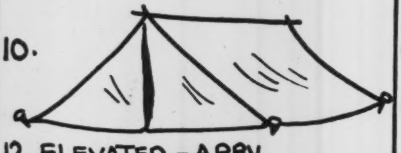


ACROSS

1. HUMPTY ________ SAT ON A WALL.
6. TO EAT.
7.



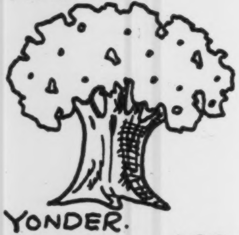
9. COLOR OF A FIRE ENGINE.
10.



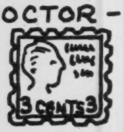
12. ELEVATED - ABBV.
14. TO TALK TO GOD.
15. SHORT FOR "I AM".
16. PINT - ABBV.

DOWN

1. TO STOP LIVING.
2. BELOW.
3. MYSELF.
4.



5. YONDER.
6. DOCTOR - ABBV.
8.



11. THE WIZARD OF _____.
13. NOTE IN SINGING SCALE.
14. RIVER IN ITALY.

Notes from *Aunt Grace*

Dear Girls and Boys,

It certainly is good to be writing to all of you again. Did you have a wonderful summer?

I can hardly wait to tell you about mine. You remember I wrote that I planned to go to Puerto Rico last June? Well, I went!

A friend of mine flew down with me. We stayed in San Juan, which is the capital and chief seaport of the island. You might like to find Puerto Rico on a map. It is located in the West Indies.

The people speak Spanish there. I learned to say *buenos dias* (hello) and *adios* (good-by), although they prefer *hasta la vista* (until we see each other again).

We visited Morro Castle, which was built in 1584. It was a stronghold against pirates, who often attacked cities near the sea.

Coffee trees, pineapple, sugar cane, and many, many other kinds of plants grow there. We ate mangoes, breadfruit, and papayas. The food was delicious.

Naturally I missed Agnes. However, she visited the mountains, as planned, and enjoyed herself roaming in the woods.

What did you do during the summer? Did you go swimming, have picnics, or take a trip? Let us hear from you.

Affectionately,
Aunt Grace

Dear Aunt Grace,

I have never asked much about Agnes so this letter is for Agnes. What color coat does Agnes have? Does she really talk to you? Did she ever get angry with anyone?

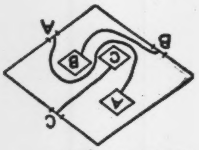
Carol Ann Dohrman, New York

Agnes appreciated your letter very much, Carol Ann. Yes, Agnes really talks to me, in her own way. She is black and white and especially well-tempered. Of course, she gets upset when strange dogs chase her.

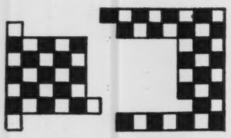
We welcome, but cannot acknowledge, contributions for this department. Two dollars or more is paid for each item used except riddles and jokes, for which one dollar each is paid. Manuscripts (except seasonal) not heard from in six months should be considered rejected. Those with stamped envelopes will be returned. Address: Girls and Boys, *The Instructor*, Dansville, N.Y.

ANSWERS TO QUIZZES

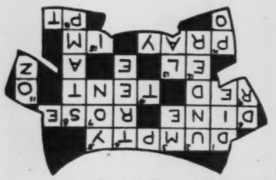
Connect the Spots—



A Checkerboard Puzzle—



A Humpty Dumpty Puzzle—



Guess My Name—watermelon

Find the Hidden Word—

1. head	4. ear	7. nail
2. hand	5. leg	8. hair
3. arm	6. nose	9. chest

Number Puzzle Fun—2 × 3 + 4 — 2 ÷ 4 + 3 ÷ 5 = 1

Can You Find Out?—Miss Martin

The Riddle Box—time to have it fixed, your future, radishes, stone, on the outside.

States to Guess—

1. Md.	4. Ill.	7. Ore.
2. Tenn.	5. Miss.	8. Wash.
3. Pa.	6. Ark.	

Talking Over

--- the Cover Picture

THE INSTRUCTOR

HARRIET GARRELS

Specialist in Art,
Elementary Schools,
Washington, D.C.

WOULD you like to ride a blue horse? Would he seem natural, imaginary, fantastic, or real? Surely, he could take us to strange and wonderful places!

Perhaps the artist, Franz Marc, felt that if a horse could choose his own color it might be a vivid blue or sunny yellow. He said that he painted animals "not as I regard them but . . . . as they themselves regard the world and feel their being."

Notice the way the blue horse stands. How firmly he has planted his feet! Does he seem to be tired or ready to gallop away? Is he spirited or gentle, weak or strong, slender or sturdy, young or old? See his tremendous chest and thick arching neck.

With your finger, draw a line from his nose up over his head and down his left side to his hoof. What kind of line is it? Marc is famous for his lunging bold rhythms. Find other vigorous curves in the composition.

They divide the background into areas of brilliant color which would overpower most objects placed in front of them. Do the hills curve from side to side or up and down? The horizontal pull is not quite so forceful as the vertical power of the horse crowned by a dark mane, but there is violent contrast.

Find something else which draws our eyes up and down. Is it a light or a dark green? Notice how one leaf curves over toward the horse. What color is the earth?

The horse is painted with youthful liveliness and few details. Look at him closely. Is his shape well drawn? Does he have a real horse face? Are his eyes and nostrils correctly placed? Has this artist studied live horses? Do you think he liked or disliked them?

Knowledge and feeling are woven together in this picture. Franz Marc has expressed all of the important characteristics of a horse and left out details which would distract and confuse. Only an artist of rich imagination could have painted this fabulous animal. Marc was imaginative and a deep thinker. In an article written in 1912, he said, "Art always has been and is in its very essence the boldest departure from nature and naturalness. It is the bridge into the spirit world."

The Artist

Franz Marc, who died in the battle of Verdun at the age of thirty-six, was born in Munich, Germany, in 1880, and studied art at the Munich Academy. He spent numerous summers in the mountains, alone, studying animal life. He painted several pictures of blue horses, also "Resting Horses," "A Long Yellow Horse," "Foxes," "Tiger," "Lion Fight," "Wolves," "Cats," and "A Yellow Cow," before he turned to abstract art.

As an influential member of DER BLAUER REITER (The Blue Knight) circle of artists which came into existence in 1911, Marc tried to explain their goal. They were searching behind or through the natural appearance of things for inner meanings.

Since they were expressing personal feelings in their work, they did not paint in a realistic way. Their manner of painting has been called expressionism, and has been used by many artists since.

Marc and his group thought that "what is within must come out." This is the way American girls and boys are encouraged to paint today—to be original and individual.

We know much about Marc's ideas and dreams from his war letters. Unfortunately, he died too early to carry out his plans, but his early paintings prove that he had talent.

--- and New Records

ELVA S. DANIELS

Supervisor of Music,
Public Schools,
Swarthmore, Pennsylvania

ISN'T it amazing the way August melts into September? Although the weather may still feel like vacation time, that letter about the first faculty meeting, the sight of pencils and copybooks in store windows, and the sound of the school bell all proclaim the start of another school year.

A spanking-fresh roll book somehow signifies the clean start that is so conducive to new plans, ideas, and ideals. If one of your ideals is to use a record player that is at least as good as your pupils have in their own homes, you have set your thoughts in the right direction for a fine start.

Let me suggest a new three-speed record player manufactured by RCA Victor. Model 2ES38 has all the advantages you have been wanting. In addition to a sturdy, luggage-type carrying case that is light and comfortable to handle, the machine has an eight-inch speaker and the famous "Golden Throat" tone system. This model features a special "45 slip-on" spindle to insure best results from your "45" discs, and best of all, there's no need to waste precious minutes wondering where on earth you left the spindle last time you used it, for when not in use, the spindle stores safely in a built-in well.

Perhaps your school records are all 78 rpm's and you feel willing to settle for a single-speed player. Don't be mid-Victorian; just remember how little Johnny Jones brought a lovely recording last year which you could not play for the class because of obsolete equipment. Get on the three-speed band wagon and enjoy the advantages. Incidentally, children are fascinated with the differences in the various types of records, and don't be surprised if some future Edison in your class knows a lot more about the underlying principles of each than you do!

If during a creative-song-writing experiment, you started with writing words to be set to music later, you may have been disappointed that your girls and boys were slow to discover a variety of words that rhyme. Like everything else, it takes preparation and practice, so let me suggest a new Children's Record Guild release called *Rhyme Me a Riddle* (CRG 1025). This guessing-game activity with its charming rhymed games and singable melodies helps build a young child's vocabulary. Don't expect to play it once and thereby develop a whole class of Tennysons, but do use it as a springboard for rhyming skill. The recording is full of such jingles as:

"Rhyme me a riddle, and find me once more,
Open me, shut me, for I am the . . . . . ."

whereupon the listener gets three whole counts before the answer is given. Of course, you will want to learn with your class, so see how many first lines *you* can invent, and how many last words (or lines) your pupils can supply. It should be fun—and, who knows, you may win the grand prize in some future limerick contest!

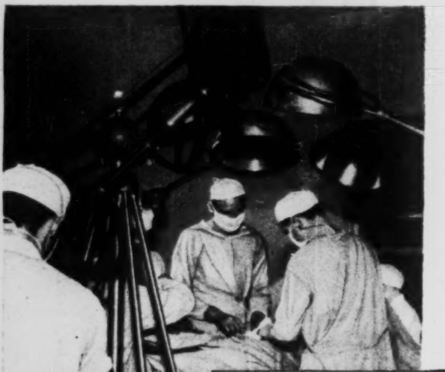
Have you ever used recordings based on a series of music textbooks? Time was when these were considered a crutch for the poor teacher who could not *(Continued on page 75)*

COMPTON'S Shares a

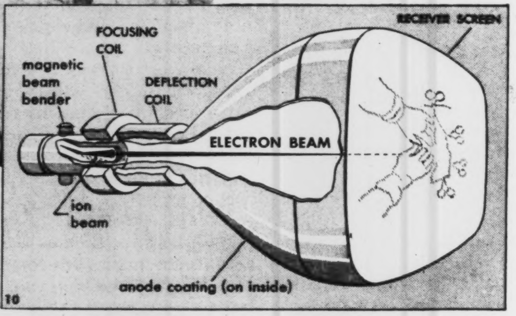
from article
Nature Study

Flowers provide bees with food; bees carry pollen on their fuzzy bodies from one blossom to another, thereby helping to produce seeds for new plants.

TELECASTING SPECIAL EVENTS



Functional illustrations and accurately drawn diagrams have distinct values in scientific, evaluative learning. Compton captions above the pictures and legends below are the liaison between the text and the pictures, providing a balance of reading and visual materials conducive to further research.



from article
Television

Teachers in classrooms using Compton's are eager to tell other teachers of its values:

I find that Compton's furnishes excellent material in the form of explanations, numerical facts, pictures, charts, graphs, statistics, diagrams, tables, and information on many topics related to mathematics which put meaning and sense into the teaching of arithmetic. *7th Grade Teacher, Iowa*

By using Compton's I can teach my pupils that it's not necessary or wise to memorize the populations of cities or countries or to know the location of every place in the world, but it's invaluable to know where to locate the desired information quickly. *Jr. High School Teacher, Maine*

THESE ARE THE AIMS OF GOOD

- **To build a program rich in experiences.**
- **To provide tools that stimulate scientific, evaluative learning.**
- **To foster group experiences that are the basis for a true understanding of democracy at work.**
- **To develop individual responsibility and leadership.**

An encyclopedia continuously under revision points out the necessity for scientifically accurate research. Compton's is not static. It is constantly experiencing the same growth that it helps children achieve.

An encyclopedia must show relationships and develop concepts. Compton articles are written not to indoctrinate but to foster greater understandings. Compton's doesn't teach—it *helps* the child to learn independently and as a member of the group.

In a true problem-solving situation an encyclopedia must avoid an arbitrary classification of learning. Compton's uses a simple alphabetical arrangement that even primary children can follow. Their research is not hampered by the frustrating experience of being unable to easily find the desired material.

An encyclopedia must provide opportunities for every type of learning. Compton users not only read to find the answer—they study pictures, use maps, and interpret charts and graphs. From their reading, they go on to experiment, to collect additional data, to classify their learnings, and to draw conclusions.

An encyclopedia must be inclusive but evaluative in the selection and extent of material. Compton's Fact-Index provides a ready source of immediate information on topics of lesser interest, as well as directs the reader to the sources of longer discussions. Educators hail Compton's Fact-Index as the finest learning tool of its kind.

An encyclopedia should serve as an example of clear logical thinking. Careful editing of materials tested with teachers and children gives Compton's a type of presentation that is a learning experience in itself. Written and oral speech show improvement in style and conciseness as children experiment with and use Compton's.

Compton's covers every phase of the

The material has been set up with a simplified vocabulary, which makes the reading of it a pleasure to both young and old alike. Short sentences allow various readers to go as fast or as slow as they desire without losing the trend of thought in a given subject or overtaxing one's ability to concentrate for a long or short period of time. *Superv. Prin., Pennsylvania*

Having taught twelve years and having had access to all types of encyclopedias, **my choice is Compton's,** not only because of the wealth of material and the way it is presented, but even the type of paper, the style of printing, and the practicability of the covers are all in its favor. *5th Grade Teacher, Wisconsin*

THE FIRST OF A SERIES OF FRANK DISCUSSIONS WITH ELEMENTARY

F. E. COMPTON & COMPANY • COMPTON BUILDING

Common Task with You!

ELEMENTARY TEACHERS EVERYWHERE:

- **To create an evaluation and appreciation of our American heritage.**
- **To enable children to grow morally and spiritually toward greater happiness.**

As you translate these aims into everyday procedures, we invite you to critically evaluate Compton's Pictured Encyclopedia as the single classroom tool most able to fulfill your purposes.

This is the Compton Plan for your school's social living program: social studies, the sciences, health, literature, art, and music.

1. *Problem-solving units based on the experience needs of the children.*
2. *Overall planning from grade to grade to assure an understanding of time sequence and geographical location.*
3. *A learning program to establish the concepts of geography, history, and science and their relationship to each other.*
4. *Class organization that will develop good health habits and social learnings and provide experiences in living easily and happily with others.*
5. *A continuous enrichment program based on literature, art, and music that will foster appreciations and give emotional satisfaction.*

To fulfill this program you will need a set of Compton's in every intermediate and upper-grade classroom. Using an encyclopedia is a true learning experience that not only sustains the immediate social-living program but is the basis of attacking the advanced research and more complex problems of high school and college.

A school adoption of Compton's for every grade is as important as the selection of a basic reading system. It is the most economical as well as the most effective source of social-living material.

Does your present social-living program satisfy you? Are your facilities for continuous research adequate?

We suggest that you use this discussion as the basis for teacher-planning conferences. *We will be glad to supply reprints of these pages for each teacher upon request to the address below.* Your Compton representative will be glad to explain the Compton classroom program to your teacher group.

classroom program, these teachers find:

In my fifth-grade classroom Compton's, because of its vital and interesting content, is one of our most used sources. *5th Grade Teacher, Wisconsin*

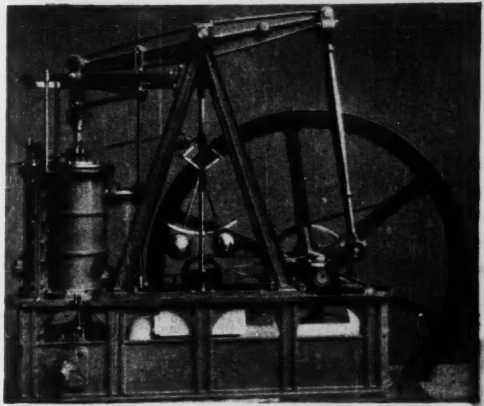
We found the Fact-Index time-saving and were delighted that Compton's has spread correlated materials throughout the volumes so that several aspects of a subject can be studied at the same time. In this way we can eliminate a "waiting line" for one volume. *Inter. Teacher, New Hampshire*

Compton's is now used for many purposes which we had never even known were possible. When a sixth grader brought some kites to school, he said he had studied the diagrams, dimensions, and directions from our encyclopedia. *Rural Teacher, Iowa*

Historical incidents of the text become far more real when added material is found in Compton's. *High School Teacher, Arkansas*

A MILESTONE IN HUMAN PROGRESS

from article
James Watt



The original model of James Watt's perfect steam engine as it appeared about 1800.

As the child uses both pictures and text to find the answers to his questions, he proceeds with confidence, for one complements the other. Compton pictures are selected to give maximum understanding to young readers and to stimulate them in their interest in additional phases of the problem.

from article
Communication

NAVAL RADIO-TELEPHONE

POLICE RADIO-TELEPHONE

TRAIN TELEPHONE

Teachers in classrooms eager to tell of Compton values:

Through its splendid illustrations Compton's is an invaluable aid in the teaching of art appreciation. *Elem. Prin., South Dakota*

We try to enjoy and use to the fullest the resources at our disposal and have found that a good encyclopedia, such as Compton's, makes up for almost all the equipment we lack. Good maps for every need from population to precipitation are included in your volumes. Science, health, history, geography and all other subject matter fields are included in Compton's pages. *Rural Teacher, Iowa*

We have just finished the study of the American Revolution . . . Compton's made the moment of history which was the American Revolution live now even though it happened 175 years ago. *Inter. Teacher, Colo.*

TEACHERS BY THE PUBLISHERS OF COMPTON'S PICTURED ENCYCLOPEDIA
1000 NORTH DEARBORN STREET • CHICAGO 10, ILLINOIS

Factual Stories FOR PRIMARY AND MIDDLE GRADES

Little Charlie Cricket

LUTHER F. ADDINGTON

When Jo Ann dashed into her home after school she shouted to her mother, "Has the cricket come back?"

Mother, sitting beside the fireplace with its crackling wood fire, said, "No, dear, it hasn't."

"But he must come again," said Jo Ann. "I want him for a pet. And I know it *is* a 'him.' I asked my teacher about crickets and she looked them up in a book. She says that only boy crickets can chirrup. They do it with their wings. There's a file and a little scraper on each wing. A cricket rubs the file of one wing over the scraper on the other. That's how he chirrups."

Mother smiled. "That is very interesting to learn," she said, "but I don't want a cricket in the house. He might eat our rugs."

"I'd like him for a pet," said Jo Ann. "I'd call him Charlie." Jo Ann danced about, singing a little song, "Do come back, Little Charlie. Come back under the door and chirrup for me."

At dusk, Charlie Cricket came back and chirruped. Mother said, "Catch him and put him out, Jo Ann."

Jo Ann got down on her knees and crawled over the strawberry-colored rug toward the little black cricket. The cricket hopped. Jo Ann crawled toward him. The cricket hopped again. Then, Jo Ann hemmed him into a corner. She caught him in her hands, cupped her hands close to her cheek and danced about the floor. "Please let me keep him, Mother. I want him for a pet."

Jo Ann opened her hands to get a look at Charlie and he hopped out. He struck the floor and leaped away. Then Mother caught him and put him outside.

Jo Ann's lips quivered but she didn't cry. "I hope he'll come back," she said.

The next afternoon Jo Ann came home from school ready to watch for Charlie again. "He's got to come back, Mother," Jo Ann said. "Now I know how to make a home for him. Miss Gray found in a book the way to make a home for crickets. And, I know what to feed crickets too. They like vegetables, leaves, melons or apples, and sometimes other dead insects."

"All right," Mother said. "If we can make a home for Charlie, he may stay. I just want to be sure he doesn't eat the rug or the curtains or the book bindings."

"Okay, Mother. Miss Gray told me to take a flowerpot and fill it with dirt; then put a little plant in the middle of the flowerpot—a small geranium or a little fern. The pot should be set on a saucer so the plant can be watered. Over the plant I can place an old-time lamp globe or lantern globe and press the globe down into the dirt around the plant. Miss Gray said that after I put my cricket in on the dirt I should cover the top of the globe with fine wire screen, or cheesecloth, and tie it around the globe, so Charlie couldn't hop out."

Mother helped Jo Ann make the cricket home and gave her a little geranium plant.

Then they waited and waited. The sun went down. Charlie did not come. It grew dark. Still there was no sound at the door.

Just after Father got home from work there was a chirrup at the door, and in came Little Charlie.

Jo Ann screamed with joy. She got down on her knees and crawled toward Charlie. He hopped and hopped. But Jo Ann caught him.

She took Charlie to the window and put him down inside the globe. Then, Jo Ann dropped in a piece of apple. Little Charlie sat very still; he looked about and listened. He cleaned his long black feelers by pulling them one at a time through his mouth. Then he chirruped and hopped over to the piece of apple and began to nibble on it.

"Oh, Mother," Jo Ann sang out, "Little Charlie is so happy! He loves his new home!"

Strange Fishermen

BETH M. APPLEGATE

"But of course you are too young to handle the cormorants," Tomiko-san's father said to his young son. "It takes great ability to handle these birds. I have had a difficult time training them, and catching them is no easy task in the first place. When you are older you may go fishing with me, and help me. Now you may feed them the little fish and watch from the shore tonight."

"It is no fun to watch from the shore, always," Tomiko-san complained, taking the basket of small fish from his father's hands and carrying it up toward the house where several cormorants—great, dark, ducklike birds with short, strong wings—were penned under bamboo baskets.

He began tossing fish to the big birds, thinking all the while that he would not like to be a cormorant, with a ring around his neck so that he could not swallow the larger fish. He would not like to be penned under a small bamboo basket and fed only the small fish when he had caught hundreds of big ones for the fishermen.

When the last fish slid down the cormorants' throats, Tomiko-san turned toward the river. Tonight, in the darkness, the fishermen would put out in their small boats with bright flares of burning pitch hanging out over the water. The fish, he knew, would come crowding up to the surface. Then the fishermen would release the cormorants on long cords and the birds would dive into the water to get the fish. The rings about their necks would prevent them from eating the fish, and the fishermen would pull the birds into the boat and remove the fish. Again and again, the cormorants would dive into the water until the baskets were full and the fishermen would return from the night's work. To handle eight or ten birds took a strong capable fisherman who could keep them from entangling their cords. Tomiko's father and *his* father before him had been cormorant fishermen. Some day, Tomiko, too, would handle the big birds. He was eager to start but always his father said he was too young.

Expressing great indignation, Tomiko kicked his foot out angrily. His foot struck one of the light bamboo baskets and it overturned. The two cormorants penned beneath it broke free, lifted their short, strong wings, and sailed away. Tomiko opened his mouth in surprised horror.

"Otosan, Otosan," he cried. "The birds! The birds are gone!"

His father came running to the door of the little house and stood watching the two big cormorants sail slowly out of sight.

"What have you done, you stupid boy?" he scolded. "Now the two best cormorants are gone, and I have none in training to replace them. Ah, I knew I should have clipped their wings last month! Then they would not have been able to fly away. Oh, why were you so careless?"

"But, Otosan, it was an accident. I did not mean to do it, Father. I will get you more birds."

"Ha, and you thought you might be able to help with the fishing!" his father stormed.

But the birds were gone; there was no bringing them back. And now Tomiko's father would not even trust him to feed the birds. Always the boy was in disgrace.

Tomiko could not sleep at night for thinking of the cormorants that had flown away. Now and then he thought he saw them soaring over the housetops as if they were familiar with the place. And he thought how he would like to catch a pair to replace those that were lost by his carelessness. Through the daytime he wandered in the marshy lands along the

(Continued on page 72)

Harold M. Lambert

The Field Trip

Beatrice Ford Parker
Teacher, First Grade, Public Schools, Monterey, California

The field trip is one of today's most misused teaching aids—in spite of its wide acceptance among educators.

Field trips are WORK but they are WORTH it.

Good field trips require:

1. Detailed planning.
2. Competent handling.
3. Careful evaluation.

Since the teacher is without manuals or guides to aid in the preparation of a trip, the planning must be:

1. Largely creative.
2. Fitted to the needs of the group.
3. Aware of the possibilities in the proposed trip.

"When should I use a field trip?" the teacher may ask. The answer is *when the children are ready for it,* and the proper time may be:

1. As an introduction to a new unit or area of learning.
2. To arouse interest and stimulate questions and further study.
3. To solve a problem—by answering questions arising from a certain study subject.
4. To present special information.
5. To teach a skill.
6. As a culmination of some classroom activity.

Once the time for the field trip has been determined, the teacher should take a "preview" trip in order to:

1. Acquaint herself with the situations likely to arise.
2. Determine required time.
3. Discuss the needs of her pupils in advance with the workers on the scene.
4. Notice what points should be featured at various stages.

Now the teacher is ready to begin orienting the children and arousing their interests in the areas to be covered by the trip. Reading and discussion experiences should relate not only to the present study but to previous learnings and future areas of interest.

Children have a right to know *why* they engage in an activity. They will gain more benefits from a field trip if they know *what to look for.* This may be accomplished by:

1. Lists of questions recorded on charts or in individual notebooks.
2. Pupils volunteering to find answers to specific questions or problems, and reporting to the class later.
3. Committees who investigate areas not available to the class because of time or space limitations.

Some trips will necessarily be confined to *observing* only—where parts and materials cannot be handled nor manipulated. Back in the schoolroom the children can increase their *direct experience* learning by creating models of their own.

As a test of learning values, contrast the experiences of the class that only went to "see" a grocery store with the experiences of the class which had a "reason" to see a grocery store. After studying nutrition and menu planning, these children actually shopped in the store; located and purchased an item from their market list; handled real money to pay for it; counted their change from the cashier.

The culminating activity for this group might include the preparation and serving of a meal based on food purchased during the field trip. (In the event no school funds are available for the shopping experience, a P.T.A. group might be interested enough to provide funds, or a room mother might permit the class to do one day's shopping for her family.)

The grocery-store visit was dynamic, real, and meaningful for these children because of:

1. Shared responsibilities.
2. Enjoying related activities in the skill subjects—writing, spelling, arithmetic, reading.

Are your field trips like this? On a day decided by you as the teacher, your class visits the post office. Returning to the classroom, you permit a fifteen-minute discussion, and the children conclude the activity by writing a thank-you note to the postmaster who had escorted them on the tour.

Or, have you tried this build-up for a field trip? While working on a post-office unit, this class began the construction of a schoolroom post office based on knowledge acquired from pictures and books in the library. *From their own need to know,* the children *asked* the teacher whether they could visit a real post office.

For the preview trip, several pupils volunteered to go with the teacher.

Class planning was involved in:

1. Writing a letter to the postmaster asking permission for the visit and requesting a convenient date and time.
2. Listing questions they would like answered.
3. Discussion of manners and safety.
4. Assigning committees for special examination of the cancelling machine and scales—so models for the school post office could be made later.

These children *wanted to know how* a letter traveled through the post office, so one committee wrote and addressed a letter to another teacher. This was to be mailed at the post office during the visit.

Another committee correctly wrapped two packages. They were addressed to former classmates who had moved. Since one lived north of our city and the other to the south, the children learned about directions, train routes, fourth-class mail, and how the mail bags leave the post office by truck, and are put on the trains.

ON FIELD-TRIP DAY, everyone in the class was *ready* for the experience. Here is a step-by-step account of their trip. (The record about the trip may be included in individual or class notebooks.)

1. School bus stopped at address of teacher to whom the letter had been written.
2. The children examined her mailbox and made a record of the number on it.
3. At the post office, one committee located the proper slot for mailing the letter. When they dropped it through the slot, the others in the class watched it fall into the bin.
4. Children observed letters removed from bin, sorted for outgoing and local, and canceled by machine.
5. They watched when their letter was placed in the pigeonhole for the postman to deliver to their friend.
6. The package committee saw how the

(Continued on page 76)

Now! *the greatest*

BUY 3
FILMSTRIP
SETS...
GET 1 SET
FREE
OF EXTRA COST
SETS FOR THE COST OF

E. Laurence Palmer, Ph.D.
Professor of Rural Education,
Cornell University
Author, "*Wildlife Conservation*"

R. Marlin Perkins
Director, Lincoln Park Zoo,
Chicago
Author, "*Animal Life Around the World*"

Devona M. Price, M.A.
Director of Instruction
Oak Park, Ill.,
Public Schools
Co-author, "*Phonics—A Key to Better Reading*"

SVE Filmstrips Are Produced Under the Supervision of Distinguished Educators, Eminent Authorities such as Mrs. Price, Mr. Perkins and Dr. Palmer. Teachers all over the world specify SVE Filmstrips because of their technical superiority, and because they are created, written and supervised *for* teaching *by* teachers. The SVE name is your assurance of professional quality and authenticity which is unmatched in the field of audio-visual instruction. This great "Four for the Cost of Three" Filmstrip Set offer provides an exceptional opportunity to plan your year-long audio-visual program. Choose your requirements from the splendid selection of 20 Filmstrip Sets listed below, and place your order through your own local Audio-Visual Dealer.

Order as many of these outstanding new SVE filmstrip sets as you like. With each 3-set purchase, select 1 additional set FREE of extra cost.

This offer expires midnight, Saturday, November 15, 1952.

Conservation and Weather

A430S—Conservation for Beginners. Elementary; Color, 6 filmstrips, 185 frames—$28.50. Principles of conservation are taught by means of original stories for younger children. Page 38*

A429SA—Soil Conservation Set. Elementary—High School; Color, 4 filmstrips, 216 frames—$20.00. Emphasizes need for conservation, soil development. Page 38*

A429SB—Wildlife Conservation Set. Elementary—High School; Color, 4 filmstrips, 234 frames—$20.00. Shows how man and nature destroy productive land and wildlife and gives corrective measures. Page 38*

A429SS—Forest Conservation and Farm Ponds—Basic Weather. Elementary—High School; 7 filmstrips, 385 frames—$27.00. **Forest Conservation**—color. Forest fires and causes; conservation and development of farm ponds. Page 38* **Basic Weather**—black and white. Explains reasons for climate and weather changes. Page 38*

Science and Mathematics

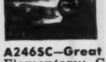
A467SA—Animal Life Around the World—Mammals. Elementary—High School; Color, 5 filmstrips, over 200 frames—$28.75. Monkeys and Their Relatives; Large. Hoofed Mammals; Bears, Pandas, and Racoons; Rodents; Cats and Dogs.

A461S—Beginning Nature Study. Elementary; Color, 7 filmstrips, 229 frames—$33.25. Common birds, animals, insects, wild flowers in natural settings. Page 39*

A463S—Country Field Trips. Elementary; Color, 4 filmstrips, 131 frames—$19.00. Shows world of nature in spring, summer, fall, winter. Page 39*

A465S—Basic Biology. Jr.-Sr. High School; Color, 6 filmstrips, 231 frames—$30.00. Introduces study of structure and classification of plants, trees, and flowers. Page 42*

A535S—Fractions Set. Elementary; Black and white, 8 filmstrips, 343 frames—$24.00. A study of fractions and applications to living. Page 48*



Social Studies and Vocations

A246SC—Great Explorers of America. Elementary; Color, 5 filmstrips, 164 frames—$23.75. Christopher Columbus, Hernando De Soto, Father Marquette, Lewis and Clark, Admiral Byrd.

A246SB—Great American Frontiersmen. Elementary; Color, 5 filmstrips, 160 frames—$23.75. Daniel Boone, David Crockett, Kit Carson, Brigham Young, Buffalo Bill. Page 35*

A246SA—Great American Presidents. Elementary; Color, 5 filmstrips, 148 frames—$23.75. George Washington, Abraham Lincoln, Andrew Jackson, Thomas Jefferson, Theodore Roosevelt. Page 35*

A263S—National Parks of the United States. Elementary; Color, 4 filmstrips, 164 frames—$18.50. Beautiful scenes of parks of Southwest, Northwest, Eastern U. S., and Yellowstone. Page 30*

A318S—Lands and Peoples of Europe. Elementary; Color, 5 filmstrips, 200 frames—$22.50. France, Italy, Ireland, Spain, Switzerland. Page 33*

A633SS—Woodworking—Metalworking. Jr.-Sr. High School; Black and white, 8 filmstrips, 403 frames—$22.00. Teaches use of hand and power tools in woodworking and use of tools and procedures in metalworking. Page 53*

Literature and Language Arts

A108S—Children's Stories. Elementary; Color, 6 filmstrips, 230 frames—$28.50. Little Red Riding Hood; The Three Little Pigs; The Gingerbread Boy; Goldilocks and The Three Bears; Little Black Sambo; Rumpelstiltskin. Page 20*

A115S—Phonics—A Key to Better Reading. Elementary; Color, 6 filmstrips, 219 frames—$28.50. Excites interest of those who have difficulty in learning clues for easy and effective speech and reading. Page 20*

A127SA—Exploring Punctuation—The Comma. Elementary—High School; Color, 6 filmstrips, 230 frames—$30.00. The comma in a series, in addresses and dates, in direct address, final query, with clauses and phrases. Page 21*

A127SB—Exploring Punctuation—End and Other Common Punctuation. Jr.-Sr. High School; Color, 6 filmstrips, 314 frames—$30.00. End punctuation; colon and semicolon; parenthesis and dash; apostrophe and quotations; italics and hyphen; capitalization. Page 21*

A156S—Communication of Ideas and Ideals. Jr.-Sr. High School; Black and white, 8 filmstrips—$24.00. Introduces field of elementary semantics, facilitates better expression and comprehension, explains hard-to-explain concepts. Page 23*

**Refer to this page in the SVE Educational Catalog for further information.*

SVE

CREATORS OF THE INTERNATIONALLY FAMOUS

SOCIETY FOR VISUAL EDUCATION, INC. · *A Business Corporation*

filmstrip offer in SVE history

ALABAMA

BIRMINGHAM, Standard School Service
MONTGOMERY, John R. Moffitt Co., Inc.

ARIZONA

PHOENIX, Kelton Audio Equipment Co., Inc.
TUCSON, Kelton Audio Equipment Co., Inc.

ARKANSAS

LITTLE ROCK, Gene Swepston, State Rep.

CALIFORNIA

EL CERRITO, Long Filmslide Service
FRESNO, Fresno Camera Exchange
LAGUNA BEACH, Audio-Visual Supply Co.
LOS ANGELES, Craig Movie Supply Co.
LOS ANGELES, Ideal Pictures Corp.
OAKLAND, Ideal Pictures Corp.
PASADENA, W. F. Ludlum
SACRAMENTO, McCurry Foto Company
SAN DIEGO, Knight's Library
SAN FRANCISCO, Craig Movie Supply Co.
SAN FRANCISCO, C. R. Skinner Co.

COLORADO

DENVER, Davis Audio Visual Co.
DENVER, Ideal Pictures Corp.

CONNECTICUT

NEW HAVEN, H. B. Motion Picture Service

DELAWARE

PHILADELPHIA, PA., Williams, Brown & Earle

DISTRICT OF COLUMBIA

WASHINGTON, Elmer H. Brient & Sons, Inc.
WASHINGTON, Paul L. Brand & Son
WASHINGTON, Roy G. Epperley & Co.
WASHINGTON, "The" Film Center
WASHINGTON, A. G. Galloway

FLORIDA

FORT LAUDERDALE, Gordon S. Cook
JACKSONVILLE, Florida 16mm Film Service
JACKSONVILLE, Newton School Equipment Co.
JACKSONVILLE, Orben Pictures
MIAMI, Audio Visual Training, Inc.
MIAMI, Ideal Pictures Corp.
MIAMI, Stevens Pictures, Inc.
ORLANDO, Bowstead's Camera Shop
TALLAHASSEE, Klemer Visual Service
TAMPA, Florida Audio-Visual Service
TAMPA, Southern Photo & News
TAMPA, Tampa Movie Center

GEORGIA

ATLANTA, Ideal Pictures Corp.
ATLANTA, Stevens Pictures, Inc.

IDAHO

BOISE, Audio-Visual Consultants, Inc.

SOUTH EASTERN COUNTIES
  SALT LAKE CITY, UTAH
    Deseret Book Co.

ILLINOIS

BLUE ISLAND, Watland Brothers
CHICAGO, American Film Registry
CHICAGO, Ideal Pictures Corp.
CHICAGO, Midwest Visual Equipment Co., Inc.
CHICAGO, Visual Service
CHICAGO, W. M. Welch Mfg. Co.

NORTH WESTERN COUNTIES
  DAVENPORT, IA., Ryan Visual Aids

INDIANA

EVANSVILLE, Smith & Butterfield
EVANSVILLE, Tri-State Film Library
FORT WAYNE, Allied Picture Service
FRANKFORT, Hoosier Supplies, Inc.
INDIANAPOLIS, Hadden Films
INDIANAPOLIS, Ideal Pictures Corp.
INDIANAPOLIS, Indiana Visual Aids
INDIANAPOLIS, Kiger & Company
INDIANAPOLIS, Modern School Supply
INDIANAPOLIS, W. H. Rodebeck
PIERCETON, Lake-Land Educ. Sales
SOUTH BEND, Burke's Motion Picture Co.
TERRE HAUTE, Lee School Supply Co.

LAKE & PORTER COUNTIES
  BLUE ISLAND, ILL., Watland Brothers

IOWA

DAVENPORT, Ryan Visual Aids Service
DES MOINES, Ideal Pictures Corp.

WESTERN IOWA
  DES MOINES, J. G. Kretschmer Co.
  CARROLL, Lane Audio-Visual Service

KANSAS

HUTCHINSON, Spangler's
LAWRENCE, Mosser-Wolf & Company
PITTSBURG, Bowlus School Supply Co.
SALINA, Leffingwell's, Inc.
STERLING, School Purchasing & Supply Assn.
TOPEKA, Hall Stationery Company
WICHITA, Frank Bangs Company
WICHITA, School & Park Supply Co., Inc.

KENTUCKY

LOUISVILLE, Hadden Films
LOUISVILLE, Ideal Pictures Corp.

LOUISIANA

NEW ORLEANS, Jasper Ewing & Sons
NEW ORLEANS, Ideal Pictures Corp.

MAINE

PORTLAND, Audio-Visual Center of Maine
PORTLAND, D. K. Hammett, Inc.

MARYLAND

BALTIMORE, Folkemer Photo Service
BALTIMORE, Ideal Pictures Corp.
BALTIMORE, Zepp Photo Supply Co., Inc.
CAMBRIDGE, The Hobby Horse

PHILADELPHIA, PA., Williams, Brown & Earle

SOUTHERN COUNTIES
  WASHINGTON, D. C.,
    Roy G. Epperley & Co.

MASSACHUSETTS

BOSTON, Cambosco Scientific Co.
BOSTON, Cinema, Inc.
BOSTON, Gledhill Brothers, Inc.
BOSTON, Ideal Pictures Corp.
BOSTON, Visual Education Service
BOSTON, Wholesome Film Service, Inc.
LYNN, Mass. Motion Picture Service
QUINCY, Stanley-Winthrop's, Inc.
SPRINGFIELD, Valley Cinema

MICHIGAN

BAY CITY, The Olson Anderson Co.
DETROIT, Ideal Pictures Corp.
DETROIT, Todd Visual Service
EAST LANSING, Capital Film Service
GRAND RAPIDS, American Film & Projection Service

MICHIGAN PENINSULA
  MILWAUKEE, WIS., Photoart Visual Service

MINNESOTA

BROWNSDALE, P. M. Johnson
DULUTH, Hart Audio-Visual Center
DULUTH, National Equipment Co.
MINNEAPOLIS, Carroll Films
MINNEAPOLIS, Elliott Film Company
MINNEAPOLIS, Farnham Sty. & School Supply Co.
MINNEAPOLIS, Ideal Pictures Corp.
MINNEAPOLIS, Midwest Audio-Visual Co.
MINNEAPOLIS, Ellsworth W. Swedien
ST. PAUL, St. Paul Book & Sty. Co.
ST. PAUL, Trans-Mississippi Biological Supply

MISSISSIPPI

JACKSON, Jasper Ewing & Sons

MISSOURI

COLUMBIA, Lassiter Reminder Co.
KANSAS CITY, Hoover Brothers, Inc.
KANSAS CITY, Ideal Pictures Corp.
KANSAS CITY, Kansas City Sound Service
KANSAS CITY, Select Motion Pictures
ST. LOUIS, Erker Bros. Optical Co.
ST. LOUIS, Ideal Pictures Corp.
ST. LOUIS, Pictosound Movie Service

MONTANA

BOZEMAN, Yellowstone Photo Supply
GREAT FALLS, Northern School Supply Co.

NEBRASKA

LINCOLN, Stephenson School Supply Co.
OMAHA, Calandra Camera
OMAHA, J. G. Kretschmer & Co.

NEVADA

BOISE, IDAHO, Audio Visual Consultants, Inc.
SALT LAKE CITY, UTAH, Deseret Book Co.

NEW HAMPSHIRE

MANCHESTER, A. H. Rice Co., Inc.

NEW JERSEY

MONTCLAIR, Visual Aids, Inc.
NEWARK, L. Kaltman & Sons, Inc.
NEWARK, J. C. Reiss
PLAINFIELD, Howard W. Boise, Inc.

SOUTHERN NEW JERSEY
  PHILADELPHIA, PA., Williams,
    Brown & Earle

NEW MEXICO

ALBUQUERQUE, New Mexico School Supply Co.

NEW YORK

BUFFALO, Bacon & Vincent Co., Inc.
BUFFALO, Ideal Pictures Corp.
MINEOLA, L. I., Bacon & Vincent Co., Inc.
NEW YORK, Bacon & Vincent Co., Inc.
NEW YORK, Ideal Pictures Corp.
NEW YORK, The Stanley Bowmar Co.

NORTH CAROLINA

CHARLOTTE, Christian Film Service
RALEIGH, Carolina School Services
RALEIGH, National School Supply Co.
RALEIGH, Southern School Supply Co.
RALEIGH, Stone's Visual Service

NORTH DAKOTA

FARGO, Northern School Supply Co.
GRAND FORKS, Colborn School Supply Co., Inc.

OHIO

CINCINNATI, Hadden Films
CINCINNATI, Ideal Pictures Corp.
CLEVELAND, Sunray Films, Inc.

OKLAHOMA

OKLAHOMA CITY, Dowling's, Inc.
OKLAHOMA CITY, Holmes & Torbett, Inc.
OKLAHOMA CITY, Ideal Pictures Corp.
OKLAHOMA CITY, Vaseco, Inc.

OREGON

PORTLAND, Audio-Visual Supply Co.
PORTLAND, Ideal Pictures Corp.

PENNSYLVANIA

CLEARFIELD, Kurtz Brothers
PITTSBURGH, Kurtz Brothers
PITTSBURGH, Visual Art Films
PHILADELPHIA, Williams, Brown & Earle, Inc.

RHODE ISLAND

PROVIDENCE, United Camera, Inc.

SOUTH CAROLINA

COLUMBIA, R. L. Bryan Co.

SOUTH DAKOTA

HURON, Taylor Films
MITCHELL, Educator Supply Co.
SIOUX FALLS, Midwest Beach Co.
SIOUX FALLS, Sioux Falls Book & Sty. Co.

TENNESSEE

CHATTANOOGA, Eastin Pictures, Inc.
CHATTANOOGA, Webster Visual Sales Co.
KNOXVILLE, Highland Products Co.
KNOXVILLE, Snap Shop, Inc.
MEMPHIS, Ideal Pictures Corp.
MEMPHIS, School Products
MEMPHIS, The Southern Visual Films
MEMPHIS, Tayloe Paper Co.
NASHVILLE, Audio-Visual Equipment Co.
NASHVILLE, Nashville Products Co.
NASHVILLE, Tennessee Equip. & Supply Co.
NASHVILLE, Tennessee Visual Educ. Service

TEXAS

AMARILLO, Hertner's Camera Store
AUSTIN, Visual Education, Inc.
DALLAS, Ideal Pictures Corp.
DALLAS, Texas Educational Aids
DALLAS, Visual Education, Inc.
FORT WORTH, Miller's Visual Aids
HARLINGEN, South Texas Visual Service
HOUSTON, Audio-Visual Services
HOUSTON, Follis Visual Services
HOUSTON, Visual Education, Inc.
LUBBOCK, West Texas School Supply Co.
SAN ANTONIO, Mr. K. H. Hauch
SAN ANTONIO, Charles G. Stidham Co.

UTAH

SALT LAKE CITY, Deseret Book Company
SALT LAKE CITY, Ideal Pictures Corp.

VERMONT

MANCHESTER, N. H., A. H. Rice & Co.

VIRGINIA

NORFOLK, Tidewater Audio Visual Center
RICHMOND, Capitol Film & Radio Co., Inc.
RICHMOND, Ideal Pictures Corp.

WASHINGTON

SEATTLE, Audio-Visual Center, Inc.
SEATTLE, Craig Movie Supply Co.

WEST VIRGINIA

CLARKSBURG, Kyle & Company

NORTHERN COUNTIES
  CLEARFIELD, PA., Kurtz Brothers
  PITTSBURGH, PA., Kurtz Brothers

WISCONSIN

MILWAUKEE, Photoart Visual Service

WYOMING

DENVER, COLO., Davis Audio Visual Co.

CANADA

EDMONTON, ALTA., General Films, Ltd.
MONCTON, N. B., General Films, Ltd.
MONTREAL, QUE., General Films, Ltd.
REGINA, SASK., General Films, Ltd.
ST. JOHN'S, NFLD., General Films, Ltd.
TORONTO, ONT., General Films, Ltd.
VANCOUVER, B. C., General Films, Ltd.
WINNIPEG, MAN., General Films, Ltd.

MEXICO

MEXICO, D. F., Kodak Mexicana, Ltd.

THESE SVE DEALERS ARE THE AUDIO-VISUAL EXPERTS IN YOUR COMMUNITY

Call your Dealer for the Society for Visual Education's catalogs featuring filmstrips, slides, projectors and accessories.

SVE

Instructor, School Master **AND** ***Skyline*** **PROJECTORS**

Have You a Question?

Your Counselor Service

Is Ready to Help You!

HERE are nine specialists to help you. Just send a specific question to the proper counselor in care of The Instructor, Editorial Department, Dansville, N.Y., and enclose a stamped, self-addressed envelope. You will receive a reply without charge. In every issue this year, except December, there will be a feature article by one of these counselors. Next month Foster E. Grossnickle will discuss "How a Pupil Learns Arithmetic Meaningfully."

Fabian Bachrach

Glenn O. Blough
Specialist in Elementary Science, U.S. Office of Education
SCIENCE

F. Dean McClusky
Professor of Education, University of California, Los Angeles
AUDIO-VISUAL AIDS

Hannah M. Lindahl
Supervisor of Elementary Education, Mishawaka, Indiana
SOCIAL STUDIES

Laura Bryant
Teacher of Singing, Ithaca, New York
MUSIC

Paul L. Hill
Director of Educational Counsel, Winnetka, Illinois
CHILD DEVELOPMENT

Jessie Todd
Instructor in Art, University of Chicago Laboratory School
ART AND HANDWORK

Louise Oakley
Supervisor of Elementary Education, Union City, Tenn.
LANGUAGE

Foster E. Grossnickle
Professor of Mathematics, State Teachers College, Jersey City, New Jersey
ARITHMETIC

Blackstone

Nila Banton Smith
Director, Reading Institute, New York University
READING

How Can I Recognize Science Opportunities in My Classroom?

GLENN O. BLOUGH

"I KNOW I let opportunities for teaching science slip by unnoticed because of my lack of background," several elementary-school teachers have said to me. Science teaching is not as tough as these teachers believe, because: (1) at the elementary level the science ought to be kept very simple, (2) one of the main purposes is to help children explore and discover for themselves, and so the teacher acts chiefly as a skillful guide, and (3) the subject matter lends itself to experimenting and other firsthand experiences that children can plan for themselves. Nevertheless, part of the success of the science program depends on the ability of the teacher to spot situations, problems, or happenings that are appropriate for scientific investigation.

Many interesting and important science experiences never come up if we rely on chance. Consequently the most effective science programs include both *planned experiences* that are the result of school-wide programming and *incidental experiences* that arise in the day-to-day living that goes on in the classroom. Often the two intermesh. Incidental experiences turn out to be similar to those planned but they probably do not happen at the time planned. It is very important that the plan be kept flexible.

The Teacher

In order to recognize these opportunities that seem so important, the teacher must know some of the possibilities. How? (1) By becoming familiar with a few of the currently used textbooks in the field. (2) By investigating the local, county, city, or state courses of study in the field of science. (3) By supplementing these two sources with the use of professional books and with science experiences of his own, the willing teacher will be able to include science in his program without great difficulty if he is convinced of its importance. *Remember:* a teacher who plans and learns with children, and realizes that he cannot possibly know the answers to all the questions children ask (and usually wouldn't tell them if he did) is almost sure to be a successful science teacher.

Real Problems

If you use electricity, children will be interested in where the electricity comes from, where it enters the school, how it is measured, how much it costs, how it travels in the school, what different things it does, and how such a powerful force can be used safely. *Remember:* that the school custodian can probably help you; some child's father may be an electrician; a high-school science teacher may be handy; textbooks, supplementary books, and magazines contain much helpful material; some especially interested pupils may form an investigating committee.

Now look around outside the schoolhouse to recognize some of the possibilities for science study. If it is autumn and you are in a temperate climate, take a field trip to see how plants are changing, making seeds, and distributing them, storing food, and losing their leaves. What's inside a seed? Where is the food stored? How is it made? How do seeds travel? Look for animals that live in the vicinity—insects, birds, mammals, amphibians, reptiles. How are they changing? Where are the insects? The birds? How are the fur-bearers changing? Where are the animals' homes located? *Remember* that: (1) there are many books about animals and plants, (2) the local museum may have helpful material, (3) a local greenhouse owner may help you, (4) *Nature Magazine* and the *National Geographic Magazine* and many other such publications are helpful, and (5) there may be an amateur botanist or ornithologist in your neighborhood.

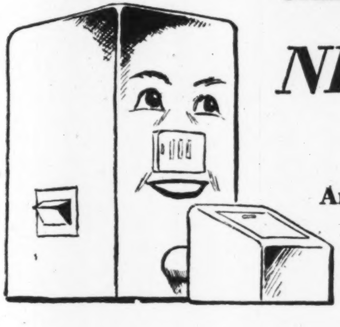
Current periodicals and newspapers carry science material of interest—new inventions, pictures of an eclipse, discussions of an insect plague, an account of a forest fire and its results, a map of the path of a hurricane, and pictures of an experimental rocket. *Remember* that: (1) growth in ability to solve a problem is one of the purposes for teaching science; (2) many people in the community know something about astronomy, aviation, conservation, and other fields of science; (3) detailed, involved explanations are not generally needed, but simple, direct answers are found in books, encyclopedias, pictures, diagrams, slidefilms, and motion pictures.

Problems about sound are interesting to most fifth- and sixth-grade groups. What makes sound? How do sounds get from one place to another? What makes sounds different from one another? *Remember* that: (1) many of these questions can be answered when children demonstrate how their own musical instruments make and control sounds, (2) music teachers will answer questions and suggest activities, (3) local builders use many principles of science in soundproofing buildings, and (4) some simple apparatus that shows the effects of sound may be borrowed from the junior- and senior-high-school science teachers.

The social studies and health areas are full of opportunities for making science function. In many instances the areas are mutually helpful. For example, if your group is considering the problem: "How is our community made a healthful one in which to live?" the science opportunities are very real. How is the water made pure? How is the sewage disposed of? How does the health department use scientific knowledge? *Remember* that: (1) local nurses and doctors have much information to contribute as do other individuals in the community, (2) visits to the places being considered—if carefully planned—will be most helpful, and (3) the various departments in the community and the library may provide helpful printed material.

The most successful science programs use the interests of pupils and rely on the abilities of teachers and administrators to broaden and deepen these interests into channels that provide a rich meaningful science program.

OLD King Coal and *NEW King Coal*



Arthur S. Roberts

Old King Coal

If you hold a piece of coal in your hand, it feels hard and looks black. You may be most familiar with it because it burns in a cookstove or furnace at home. If this piece of coal were examined under a microscope, you might be surprised to see that the color appears brown and gold instead of black. Closer inspection would reveal marks left by leaves.

Do you want to know how coal was made and where it came from?

Millions of years ago, the earth was covered by giant trees, ferns, and plants growing in very moist air. As these plants died, others grew up. This process was repeated many times, and for many years. Layer upon layer of decayed material was formed. Later, parts of the earth's surface sank, and the layers of decaying plants and ferns were covered with water and mud. Such a heavy weight on top pressed the water out below, and made the layers of vegetable matter settle together. Thousands of years later, man discovered that pieces of this hard underground material would burn.

Today, many homes in our country, as well as those in the colder climates throughout the world, are heated by coal. Yet the burning of coal strictly for heating is only one major use.

Men who work to bring the coal out of the ground are called miners. At first, all of the work was done by hand. Men used picks to cut away the mine face and break off the coal in pieces of a size that could be shoveled into cars which were hauled to the main shaft by mules. There the coal was brought to the surface by an elevator. Sometimes coal is found near the surface of the ground and it can be easily reached. If it lies deep underground, a shaft must be built, or tunnels made, for the workers to reach the coal.

Today, most of the underground mines have huge electric machines which do all the hard work. Mines are now well ventilated and lighted for the workers' comfort. Man-trip steel cars take the miners to the places where they are to work. Long conveyor belts, and mine-cars filled with the broken coal pulled by small powerful locomotives, bring the coal to the surface, where it is cleaned and prepared for its customers.

Miners are very important people in the story of American production because coal is really at the foundation of our industries.

What makes Old King Coal so important? It's because the burning of coal not only produces heat, it produces power—power to operate many kinds of manufacturing equipment connected with clothing, shelter, and machinery; power to run our trains, and many ships on the rivers and oceans. Many electric plants produce electricity by burning coal. Coal also makes steam, gas, and coke to keep us warm in winter and cool in summer.

New King Coal

The story of New King Coal is being written in more recent years from the chemist's laboratory. The by-products of coal are numbered in the thousands, and the varieties of these products would appear to come only from the hand of a magician.

To fully appreciate the extent of these products which begin somewhere in a coal mine, let's investigate a bit with a friend.

Bill Allen woke up one morning, jumped out of bed, and hurried to the spotless bathroom which his mother always kept germ-free with a **disinfectant** which she used daily. Bill cleaned his teeth with a **nylon-bristle brush,** took a shower, and went back to his bedroom to dress.

His teacher had mentioned that they would be having a special visitor today, so Bill decided to wear his **nylon shirt.** While he was wielding the **hairbrush** Bill's mother said, "Hurry, Son, your breakfast is ready."

Rushing downstairs faster than you could say "Blink," young Bill was ready for the good breakfast which he ate every morning. Today he had orange juice, bacon, and eggs cooked on the new **gas** stove, and toast and jam. When he had finished his breakfast, he told his parents about the big football game the gang played the night before. In the excitement of describing Jack Martin's trick play, he accidentally slid his plate off the table onto the floor. He felt embarrassed, but he was more surprised to hear his father say, "Don't worry. It won't break. I guess your mother had another good idea when she insisted that our new **dishes** should be plastic." Bill finished off his meal with a second glass of milk from the **refrigerator** as he went into the kitchen to get his lunch.

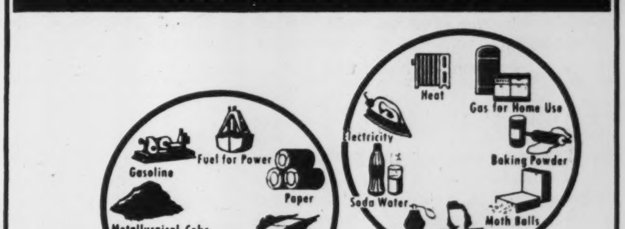
As he started out the door, he grabbed the sweatshirt which his mother had **dyed** in his class colors. "If it continues to be so cool, I'll have to get the winter clothing out of **moth balls,"** said his mother.

Riding on the school bus was sure smooth these days since the **asphalt** had been fixed. Bill mentioned this to the bus driver, who made the comment that good **synthetic rubber tires** made a difference, too. As they passed the new housing development, Jane Baker pointed to the house where she would be living as soon as the **painting** was done.

At school, Bill met his teacher in the

(Continued on page 70)

200,000 PRODUCTS NOW COME FROM COAL



SOURCE: BITUMINOUS COAL INSTITUTE

Geer. Du Bois Associates

Teachers' Help One Another Club

ARTICLES for this department should not exceed 300 words. We prefer them typed, double-spaced, each on a separate 8½" x 11" sheet. Put your name and address on each sheet and on every photograph or sample. Address: Teachers' Help-One-Another Club, THE INSTRUCTOR, Dansville, N.Y.

Articles cannot be acknowledged or returned, but if an item is not heard from in six months it may be considered rejected.

We will pay two dollars upon publication for each article used and an additional dollar for a photograph or a drawing.

Keep your contributions coming!

A TEACHER'S THOUGHT

Evelyn D. Kehoe

Little child, so eager to learn,
What am I doing to help you earn
A place in our present world so small
That a seven-day trip can encompass all?
What am I doing to help you see
Our most precious gift is liberty?
Freedom of worship, freedom of speech—
These God-given principles I want to teach.
For you face a future, dangerous, unknown,
And it might be the seeds that I have sown
Will give you the courage, bold and true,
To help you preserve our red, white, and blue.
The red so symbolic of blood that was shed,
White hope for the future, peace to spread,
Blue steadfastness of purpose, respect for man—
These symbols of justice I'll teach if I can.

SPELLING DEVICE

Jessie Dundas

TO CREATE interest in spelling review in second grade, mount colorful pictures of spelling words, for example, *horse*, on sheets of construction paper, 6" x 9". On the back of the sheet print the name of the picture. Hold the pictures in front of the pupils and ask them to spell the words that are illustrated.

RIBBON TAGS

Gladys A. Dawkins

WHEN school first opens, do you have trouble getting your beginners together at the end of recess time? This plan may help you. Get a piece of bright-colored ribbon and cut as many pieces off it as you have pupils and also one for yourself. Before dismissing for recess, pin a ribbon tag on each child with a safety pin and one on yourself. Explain that all children wearing this class tag belong together. When the bell rings for classes to reassemble, the children can easily see the class tag on one another and will go directly to their teacher. In this way, you can take all your pupils into the building without having to look for a lost child.

BIRTHDAY PARTIES

Irene Power

BIRTHDAY parties are a delight to five-year-olds, but there is danger of an overemphasis on parties if five or six birthdays occur during one month. I find that a make-believe birthday cake affords a most enjoyable and satisfying symbol of celebration. On each child's birthday we light the candles and proceed with the celebration at our regular snack time. Then once a month we have a real party.

In September, the room mother checks the birth dates of the children and puts the mothers on committees as nearly as possible according to the month in which their children's birthdays fall. In this way, each mother helps with but one party, our school program is not interrupted too often, and the children have more appreciation for party fun when the whole thing is not overdone.

BOOKS ARE FRIENDS

Leta M. Wierson

VERY often, children are careless with their own books and with those belonging to the school. Usually this is due to thoughtlessness or to lack of the proper sense of values. When new books are handed out in my room, we spend some time just talking about them, stressing all the labor and time and ingenuity that go into the making of a book.

The children are amazed at the number of words in the book and at the cost of publication. By the time we are through, they have some idea of the value of the volume. Then we open our books together, and I show them how to press each leaf down gently so that the binding will not be broken. We try to keep our books clean, but we also enjoy them.

As a follow-up, I select a book from the library that will appeal to most of the children, and I read it aloud. Afterward the children talk about the book, telling why they liked it and what parts they liked best. Sometimes we point out new information that we have gleaned. The poorer readers, especially, gain from this kind of procedure. The most popular books in our library are the ones that I have read aloud.

STUDY OF CAVE MEN

Hazel Bennett

DURING our study of cave men, pictures and the story of the cave dwellers were projected on the wall through the opaque machine for class reading and discussion.

The Little Magic Painter, by Muriel H. Fellows (Winston), was read to the class during story period. Pictures of caves, early people, and animals, taken from back copies of THE INSTRUCTOR, were placed on the bulletin board and were seriously studied by the children, who by this time were interested enough to build a cave home.

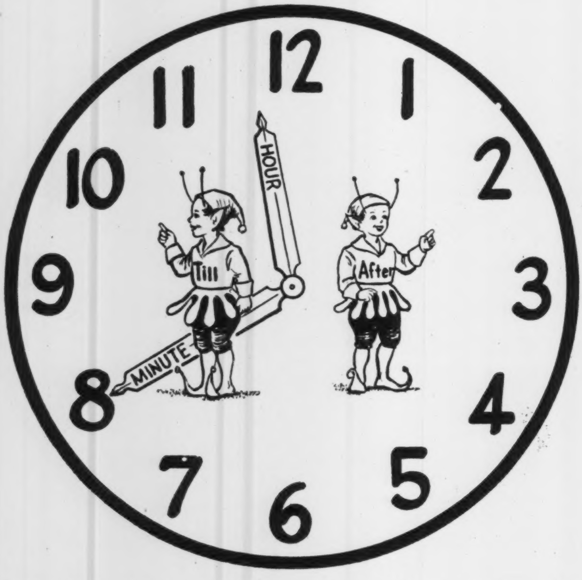
A bushel basket was cut in half vertically. It was covered inside with wrapping paper painted black to make it look dark in the cave. The open side was placed down on a table, and over the top a greenish brown paper was fastened to resemble a hill.

On the cave walls, the children painted prehistoric animals; they fashioned stalactites and stalagmites out of clay, piled stones at the entrance, scattered bones and splint pieces from the basket, and modeled cave men and animals from clay.

This was but one of several projects carried out in preparation for a visit to a museum. Knowing that the values individuals get out of an experience are in proportion to what they take to it, the teacher felt that a background needed to be built, an attitude of investigation aroused, as well as anticipation and receptive moods cultivated. Needless to say, this was the most animated educational trip that we have ever taken.

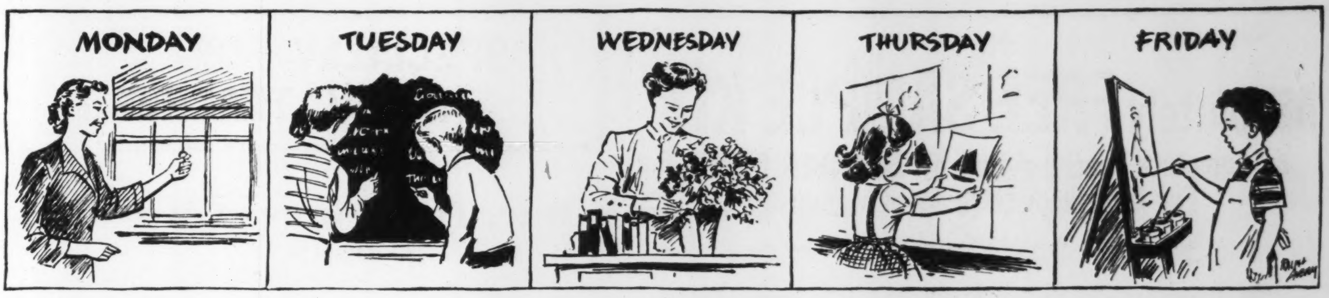
WHAT TIME IS IT?

Ellen A. Peace



BILLIE had a lot of trouble learning to tell time until two elves straight from fairyland came to help him by perching on the clockface. "Till" and "After" solved the problem satisfactorily.

Club Exchange appears in the front columns.



2. *ONCE again it is time to start making plans for the opening days of school. "Where has the summer gone?" teachers everywhere will be thinking as the postman delivers their September issue of THE INSTRUCTOR. To the old hand in the classroom, many of the suggestions given here will seem like a rephrasing of familiar procedures which have become routine through the years. But the beginner will, we hope, find some ideas which will be of real help in the new school situation.*

3. *ALTHOUGH it may not be a requirement, be sure to go to your classroom and get everything in readiness before the opening day arrives. Once you have some attractive pictures on the walls, library books invitingly displayed, and a pot of ivy or some flowers on your desk, the room will take on a cheerful appearance.*

4. *GET really acquainted with your textbooks and courses of study. Take your reading manual home and peruse it carefully. (Knowing your reading system well is a must.) Familiarize yourself with the routine procedures which are followed during recesses and lunch periods. Finally, make a few notes, or even some detailed plans, to guide you during the first few days.*

5. *IF YOU and your trunk are making a pilgrimage to a distant locality where your new teaching position is located, don't "put all your eggs in one basket." In other words, don't put all of the material which you want to use during the first days of school in the trunk. (One teacher we know did just that, to her sorrow.) Pack a few pictures in the bottom of your suitcase, put in your pitch pipe, and add any other small items without which you would feel lost during the beginning days of school as you watch for a trunk long delayed in transit.*

● ● ●

8. *WITH the mechanics of the school routine taken care of ahead of time, a teacher can face her new class with calmness and poise. Children are quick to sense ineffectual behavior on the part of a new teacher and will add to the general confusion by their behavior. They are equally quick to recognize and co-operate with the poised teacher who has matters under control.*

9. *PLAN with your group from the start, no matter what age you are teaching. Even the youngest child will feel that he is a part of the school family when given a chance to take part in making decisions about matters with which he is competent to deal.*

10. *GAUGE your assignments carefully so that the class will be able to finish in the allotted time. Provide some extra activities for those who finish ahead of the others. From the start, follow procedures which will tend to encourage good work habits on the part of the children.*

11. *WHEN teaching your small fry to know the colors this fall, why not use little sailboats with colored sails to make an attractive color chart?*

12. *PROBABLY you will want to use the children's vacation activities as a theme for some of their oral and written language practice. Little children will enjoy telling about their summer fun, but there are always a few older pupils who greet an assignment relating to such happenings with groans and a feeling of active distaste. For the benefit of these few, why not make an "either-or" assignment? Either a personal experience or a recent happening in the world of sports, science, or exploration might be selected.*

● ● ●

15. *BE CAREFUL of your lighting these September days. Of course it is necessary to shut out the direct sunlight if it shines on a child's desk, but remember to adjust the shades frequently in order to keep the room properly lighted at all times during the day.*

16. *YOUNG children feel an increased security at school when they become truly acquainted with their new environment. A leisurely tour of the building will accomplish much in this respect. Emphasize the correct use of doors when entering and leaving the lavatories, as this will save a few bumped heads in the near future. Make a special point of showing the children how to use the panic bar on the exit door to the building, and also be sure that even the youngest child knows how to open the door from the outside.*

17. *IF YOU have movable furniture, then by all means move it! The day when desks were supposed to stand in orderly rows has long been gone. Move for group work, for better lighting, and for more efficient use of space. Push the furniture out of the way for games, dramatics, and rhythms. Running around desks is a safety hazard and one to be avoided when possible.*

18. *WHEN you find time to do a little professional reading later on in the year, borrow the 1952 Yearbook of the Association for Supervision and Curriculum Development from your principal, reading consultant, or supervisor. The book is called* Growing Up in an Anxious Age, *and the first five pages are especially good.*

19. *FOR the benefit of the slower children, give very simple clear directions for the exercises to be done during independent work periods. Stay with the group until all questions have been answered and everyone is well started.*

● ● ●

22. *DECIDE on the ability grouping in the middle and upper grades by studying the previous teachers' comments, using reading-test scores, and noting the reactions of each individual.*

23. *EARLY in the year give your class an opportunity to set up some standards for the periods when they work in groups. The responsibilities of the leader and the other members of the group should be carefully considered.*

24. *FOR the reading-readiness period or for your "prereading activities" as the latest educational jargon phrases it, make use of a mail-order catalogue if you do not have plenty of material provided to give your first-grade children a variety of experiences at this time.*

25. *THE following are only suggestive of the many ways in which material from a catalogue can be used. After various objects have been cut out (older children will love helping you with this) your groups can select things that go together—in the kitchen, in the living room, in the bedroom, clothing that is suitable for summer and winter, rainy-day gear, or garden tools.*

26. *SOME authorities recommend having kindergarten children, and first-graders who have had no experience in painting, start out with only one or two colors while becoming used to the details involved in getting ready, using one brush for each color, cleaning up, and so on. More colors can be added as the children become skilled in their use of the material.*

● ● ●

29. *PROVIDE yourself with a good book which will be enjoyed when read aloud. Remember that older boys do not care for girls' books, but girls enjoy adventure which is written for boys.*

30. *AIM to make this year's school experience the best ever for the children in your group. To do this, you will need to really know each individual—his abilities, likes and dislikes, home environment, friends, and hobbies. Good luck!*

SEPTEMBER DAY BY DAY

Let Esma Hackett's Daily Suggestions Help You in Your Classroom

Absolutely FREE SAMPLE KIT
of Complete Teaching Unit on ENRICHED BREAD
For Intermediate Grades Contains

1 *Reader:* Bread, A Visit To A Modern Bakery. To motivate interest in bakery tour.

2 *Reader:* Bread, To Help Build Strong Bodies. Nutritional value of Enriched Bread in simple story form.

3 *Background Information For Teachers*—History of Enriched Bread, what it is—how to identify—states having enrichment laws—benefit to nation's health in eleven years of enrichment.

4 *Chart Of The Structural Composition Of A Grain Of Wheat.*

5 *Children's Food Chart*—To help form good food habits.
Also—suggested correlating activities—ready-made tests and guides to good teaching.

MAIL TODAY COUPON

CONTINENTAL BAKING COMPANY, INC., Home Economics Dept.,
630 Fifth Avenue, New York 20, New York.
Please send me your sample Teaching Kit on Enriched Bread.
Name
School Address
City Zone State
PLEASE MARK:
WONDER BREAD is ☐ is not ☐ sold in grocery stores in this city.

EXTRA MONEY
FOR WHATEVER YOUR HEART DESIRES
earn with Friendship CHRISTMAS CARDS
Show $1 Christmas Card Assortments in spare time. They sell fast to people you know. You make $50 on 100 boxes. Personalized Christmas Cards $1 per box, many others. No experience needed. Send now for Assortments on approval and Personalized Samples FREE!
Guaranteed by Good Housekeeping
MAIL NOW FOR SAMPLES!
CLUBS! CHURCH GROUPS! Easy to raise hundreds of dollars for your organization. We show you how. Send coupon!
FRIENDSHIP STUDIOS, INC.
146 Adams St., Elmira, New York
Please send me full facts, Assortments on approval and FREE Personalized Samples.
Name
Address
City Zone State
☐ Check box if for organization

SPECIALLY FOR RURAL TEACHERS

One, Two, Three-Get Ready!

Ruth M. Lyon

Principal, Union School No. 1, Labette County, Kansas

YOU

So, you will teach in a multiple-grade school this year? You face unlimited opportunities to help these children lift themselves from their rural area and travel round the world, through your teaching.

You face the mountainous task of teaching forty-eight classes each day! If you do this efficiently, you must make plans and set goals. Remember *your main goal*—to fit these boys and girls for life. You can accomplish this by making your school a small community within itself.

Plan your work to combine as many classes as possible. This will simplify your work, and will allow each student to work with others.

Never underestimate the importance of your students. The ideals you pass on to them this year may blossom in later years in the lives of statesmen, scientists, or inventors. Some of our presidents have been students in multiple-grade schools.

You are important to your students. The girls look to you as their ideal in good grooming. The boys look to you as a leader in morals and behavior.

If the homes of your children are poorly furnished, help the girls to make curtains, dressing tables, and other furnishings, using feed bags, apple boxes, or orange crates. The boys can be interested in refinishing discarded pieces of furniture. If the children are free to work on these things when their lessons are done, other classes will not be disturbed by whispering and mischief.

YOUR SCHOOL

Visit your school before opening day; check supplies; rearrange the desks into versatile groups; look over the room with a view to improvement. Does it need some color? Are the pictures eye-catching? Mount some comment-provoking pictures on the bulletin board. Plan to make it a center of interest by frequent changes; post notices here for the school day; add a cartoon—like a Sloppy Joe or Handsome Hal—about keeping the room clean.

If the school has a history of discipline problems, plan a student council. If the mischievous boy has a position of responsibility, he is more likely to try to be a good example. The children will also learn how government works.

If possible, visit your children's homes before school starts. A phone call in advance may save the mother and you some embarrassment, besides assuring you of a warmer welcome.

Through the year, give the children every experience possible. Be their friend and gain their confidence—then DO NOT shake it. Make this year important to them. *Make this year's teaching your best contribution to the future.*

YOUR PROGRAM

To gain pupil interest the first week of school, try a hobby unit. Children enjoy collecting anything from stones to insects. In rural communities, they have vast resources of inexpensive materials around them. Sharing the interest of the children will help you understand them and give you a medium for reaching even the shy child. A child will forget the feeling of restraint when telling a good listener about his interests.

Since any kind of collection is welcome in the hobby exhibit, you will find material among the entries to use in tool subjects, at every grade level.

Let each child write a report about his hobby. Sentence construction, word usage, and paragraphing can more easily be emphasized after such motivation.

One week's spelling lessons may result from words needed by the children when writing their reports. Realizing the need for correct spelling, the child will have the motivation for learning to spell.

Research for the reports may be done in reading class time. This strong motivation will induce even the slow child to read and build vocabulary.

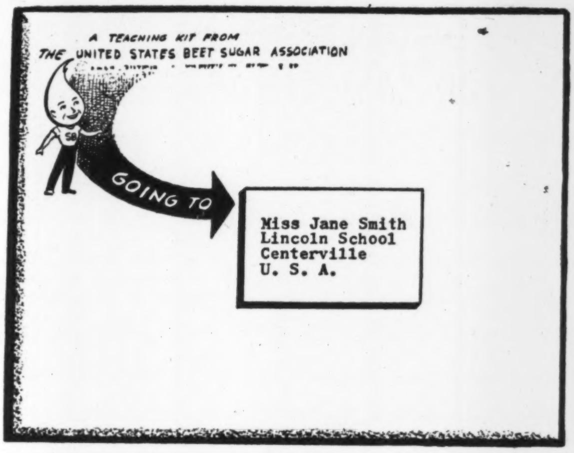
Arithmetic will receive favorable interest when determining the amount of floor and table space needed for displays and for measuring labels. Problems in addition, subtraction, and division may be developed from the exhibits of shells and seeds.

Where could one teach citizenship any better than in a situation in which the children work together, share materials, and take responsibility—without distinction as to grade or ability?

Art is used in making invitations, and posters to advertise the exhibit.

The children will like to sing about animals and insects.

As a culminating activity, invite the parents to the exhibit or present a program for a P.T.A. meeting. Such an activity will show the parents how their children are truly *learning* by *doing*.


A TEACHING KIT FROM
THE UNITED STATES BEET SUGAR ASSOCIATION
GOING TO
Miss Jane Smith
Lincoln School
Centerville
U. S. A.

Last Year More Than

25,000

Teachers Found This New Free Teaching Kit on---

Beet Sugar

A Worthwhile Social-Studies Activity

Teachers from every state in the Union are using this Packet especially designed for Elementary Classes

EACH KIT INCLUDES

The Sugar Beet Goes to School

TEACHER'S MANUAL—Background material plus a working outline for the unit--helps for developing each section with classroom tested activities--program suggestions--games for a party--four interesting songs.

A SET OF PUPIL FOLDERS—One for each pupil--four pages of activities and questions, each based on a section of the unit--a summary folder designed to give the class an over-all view of what they have learned.

4 LARGE CHARTS IN FULL COLOR—Each chart tells its own story in logical, easy arrangement--full, easy to understand captions--beautiful color.

12 PLATES OF ACTUAL PHOTOGRAPHS—Scenes from farm and factory--pictures tracing the beet from seed to bag.

AN ORDER CARD—For keeping your kit ready for use.

EXTRACTING BEET SUGAR
GROWING SUGAR BEETS
PRODUCTS
SUGAR BEET
BEET SUGAR

THE STORY OF BEET SUGAR IS AN IDEAL TOPIC FOR A STUDY OF A BASIC AMERICAN COMMODITY

SUGAR BEETS ENRICH THE SOIL—FOSTER A BETTER SYSTEM OF AGRICULTURE—ASSURE OUR COUNTRY'S SUPPLY OF SUGAR—PROVIDE A DECENTRALIZED INDUSTRY . . . . THE STORY OF BEET SUGAR IS THE STORY OF AMERICA AT WORK.

FREE

THE UNITED STATES BEET SUGAR ASSOCIATION
TOWER BUILDING • WASHINGTON 5, D. C.

Name ____________________
Address ____________________
City ____________________ State ____________

NOW AVAILABLE

"Health Adventures"

526 LIGHTED PICTURES

PART 1—THE HEAD
Film 1—Your Teeth and Their Care
Film 2—Your Eyes at Work
Film 3—How Your Ears Work
Film 4—Your Nose and Throat

PART 2—THE BODY
Film 5—Your Skin and Its Care
Film 6—Your Food and Digestion
Film 7—Your Bones and Muscles
Film 8—Your Heart and Lungs
Film 9—Sleep and Rest
Individual Slidefilms $6.45

These nine slidefilms, 526 large, lighted pictures, in full color are organized to help later elementary and junior high school teachers present an effective health program. Each slidefilm consists of several units.

First, the purpose and function of each specific part of the body are made clear. Then good health rules, made meaningful by this lucid understanding, are presented.

For free descriptive literature write,

The JAM HANDY *Organization*

2821 EAST GRAND BLVD. • DETROIT 11, MICHIGAN

AIR FRANCE NOW OFFERS
THE MOST POWERFUL AIRCRAFT
AVAILABLE TO THE TOURIST AIR TRAVELER TO EUROPE
New-Type Constellations
Only $453.00 New York-Paris Round Trip!
November 1 - March 31

THE WORLD'S LARGEST NETWORK of AIR ROUTES

Tourist fares also available to London, Lisbon, Frankfurt, Rome, Barcelona, Madrid and other destinations. Unusually fine accommodations—unexcelled in tourist air travel—typical of AIR FRANCE. Delicious meals obtainable at moderate prices.

AIR FRANCE

THE LUXURY WORLD-WIDE AIRLINE

SEE YOUR TRAVEL AGENT.
AIR FRANCE, 683 Fifth Avenue, New York 22,
PLaza 9-7000.

John Pepper's Notes
FOR CANADIAN READERS

REMEDIAL TEACHING

The Education Officer of the Protestant School Board of Greater Montreal, Mr. J. W. Perks, recommended, in December 1949, establishing some remedial teaching classes. Still in the experimental stage, these classes are now in operation in eleven schools. They provide remedial teaching for pupils with low intelligence who find difficulty in keeping up with the work of their grade; also, for those with normal or superior intelligence who have fallen behind their classes for a variety of reasons.

Montreal selects one of the regular teaching staff as the adjustment teacher. This teacher and the principal co-operate with the class teachers of the school in organizing the new class. Special emphasis is placed on the importance of the regular class teacher both in the selection of pupils for special help and their eventual absorption into full-time regular grade work.

The customary method of operation is to have the teacher devote full time to meeting six groups of children once a day for forty-five minutes, five days a week. Ten pupils are in each group, mainly from grades three to six. These sixty children of the school receive individualized help every day.

The adjustment teacher's keen interest in the individual pupil is responsible for the fine success of Montreal's remedial plan. This worth-while work will be expanded as finances and staff are available.

CORONATION YEAR

During this school year, Canadian newspapers will be carrying items about the colourful and interesting Coronation of Queen Elizabeth II. Plan a classroom project on this subject. Even a simple project which involves a classroom coronation notice-board and scrapbook will do much to interest your pupils in reading newspapers and magazines. Encourage your pupils to start individual scrapbooks. Such definite school activities promote an interest in current events and history, as well as inspiring real patriotism.

NEW DEGREE

Next spring, for the first time, the Ontario College of Education will graduate teachers with the degree of Bachelor of Education. This post-graduate degree may be obtained by attending one summer session and successfully writing two examinations the following spring. To be admitted, a student must hold an approved degree in Arts, Education, Science, Agriculture, Engineering, or Commerce; a certificate as a teacher, valid in one of the provinces of Canada, and issued after a regular course; one year's successful teaching experience since certification. For information, write The Secretary, Ontario College of Education, 371 Bloor Street West, Toronto.

TEACHER VACANCIES

The Lethbridge City Schools are to be congratulated on their progressive policy in advertising for teachers. Superintendent L. H. Bussard inserted an advertisement, for their September staff requirements, in the Alberta Provincial Teacher's Association magazine, the A.T.A., last April. This seemed more professional than those "Teachers Wanted, Male and Female" advertisements appearing in the classified sections of the daily press across Canada.

Let's have more localities advertise for teachers in the provincial teachers' publications (there's one in every province).

MUSIC AIDS

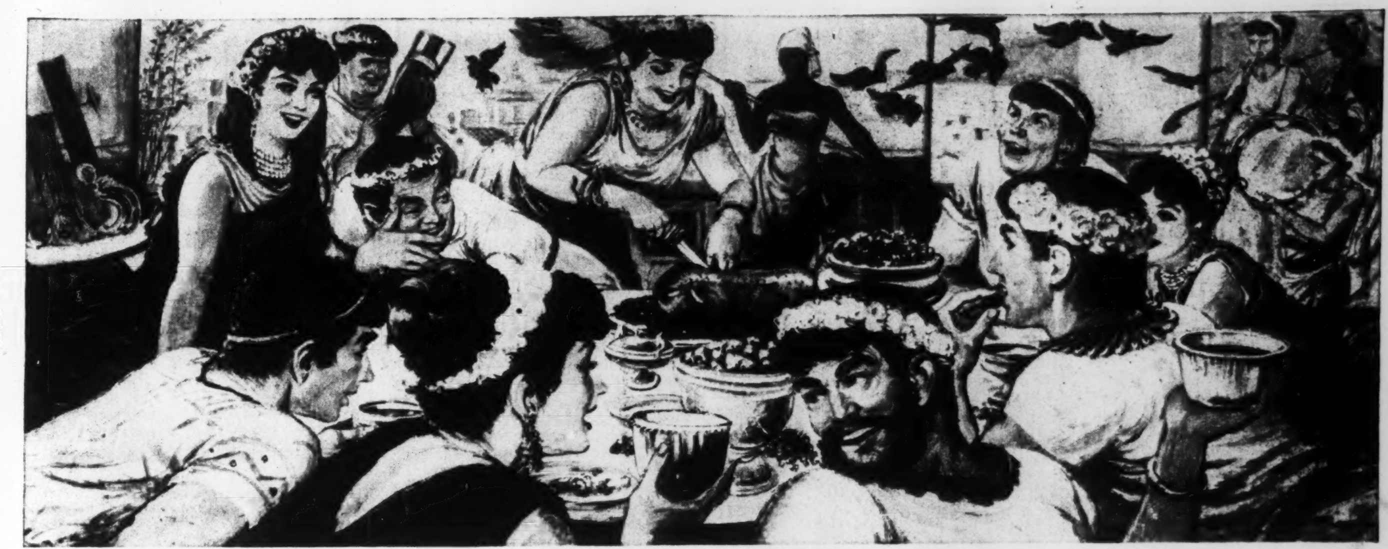
If you teach music in grades one or two, and wish for extra help, Miss Alice Wilson, Assistant Supervisor of Music in Toronto schools, has it for you. Collaborating with Mrs. Donald Woodrow, a grade-one teacher, Miss Wilson has made two sets of five records each.

One set is a recording of grade-one songs that are sung as they are written, without any vocal polish.

The second set is a piano accompaniment for the grade-two songs. One record plays the melody alone; the second verse has full accompaniment. With these records the teacher can maintain correct pitch, and the singing period is enriched.

Miss Wilson's records are being distributed by the Visual Aids Department in the Toronto system; grade-one teachers now have a set available in their schools. These records have not been produced commercially, but a teacher who is interested may write to Miss Wilson at the Toronto Board of Education.

Canadian Teachers—As you can plainly see, this column is all yours, although many teachers in the States will read it too. Would you like to be a contributor to, as well as a reader of, Mr. Pepper's Notes? Send interesting short items to Canadian Notes, _The Instructor_, Dansville, N.Y., U.S.A., and we will forward them to him. Payment will be made for all contributions used. Unused items will not be returned.



A WEDDING FEAST IN ANCIENT ROME

A PLAYLET

TIME:	A spring afternoon nearly 2000 years ago
PLACE:	The garden of a beautiful Roman villa
CHARACTERS:	Flavia, the bride-to-be Cornelia, her mother Marcus, her younger brother

(Cornelia, a lady of ancient Rome, is in the garden of her villa with her two children, Flavia, a young maiden who is about to be married to a Roman Centurion, and Marcus, a young boy of about ten.)

Cornelia: Flavia, my dear, the time for your wedding draws near. Would you not like to hear what plans are being made to entertain your guests?

Flavia: Oh, yes, mother! I am so excited by all the activity! Please tell me.

Marcus: I only wish to know one thing—what will there be to eat?

Cornelia: Ah, so you would, my little one. I suspect your stomach has no bottom. I know too well that your appetite has no end.

Marcus: Will we have oysters? And apple dumplings?

Cornelia: When the guests have all arrived and are reclining on their couches, the slaves will serve the eggs. All Roman feasts begin with eggs. And then will come the oysters, and roast capons and venison.

Marcus: What—no roast pig?

Cornelia: Yes, indeed, my greedy one—a whole roast pig, stuffed with sausages and garnished with fresh limes. And when the pig is carved, real live birds will fly out from it!

Flavia: Oh, mother! How wonderful!

Cornelia: And there will be peacocks' tongues and ostrich brains, and asparagus, and honey cakes, and apple dumplings.

Flavia: Will I have a wedding cake too, mother?

Cornelia: You will indeed—the finest, highest, sweetest wedding cake ever seen in the Roman Empire!

Flavia: How lucky I am to be so honored by such a glorious wedding feast! I shall remember it all my life!

Probably no one alive today has ever tasted peacocks' tongues and ostrich brains—and few of us have ever seen a whole roast pig with live birds flying out from it. But all of the dishes mentioned in this playlet were known to have been served in ancient Rome.

But did you ever stop to realize how much easier food preparation is today, how much more economical, and how much better the food is? For instance, look at this dinner menu:

Tomato Juice
Ham
Cranberry Sauce
Sweet Potatoes **String Beans**
Biscuits
Baked Apples

Here is a good meal that all of us would enjoy. And every item on the menu is available to us today in cans, ready to serve in minutes.

We have a wider variety of foods, too—we have foods the Romans never even heard of. We have fruits out of season, and delicacies from all over the world—all waiting for us in cans on our grocers' shelves.

Did you know that American Can Company makes more containers for food than any other single manufacturer?

Note to teachers: Reprints of this playlet for class use will be sent at your request. **Address:** Home Economics Section, American Can Co., 100 Park Ave., New York 17, N. Y.

SOURCE: American Cookery Magazine, 6/7/1930
Ancient Cookery by Anna Barrows

CONTAINERS—
to help people live better!

AMERICAN CAN COMPANY

CANCO

New York · Chicago · San Francisco
Hamilton, Canada

Kleenex Tissue Box Covers make
extra special
Christmas presents

Free! For classes and clubs

Complete set of 12 patterns...by Mary Brooks Picken

—celebrated sewing authority and one of the founders of The Fashion Group

Right now's the time to start the girls sewing on the slipcovers of their choice! They're *such* delightful, useful gifts. They offer each girl the opportunity to use her fashion ingenuity in creating something different and really unique.

As girls sew, they learn –

For grades 6 through 12, this project is specially planned to teach the fundamental sewing principles, by hand and by machine. Patterns clearly illustrate such basic steps as measuring fabric, basting, finishing edges, binding and others!

"Silks, satins, calicos, rags"

Half a yard makes 2 slipcovers, easy to remove for sudsing or cleaning. Use any type fabrics. You'll find other suggestions in the folders! Then, too, you can add such trimming as sequins, monograms, and, for a holiday touch, bells and holly.

Send, today, for the complete set and look it over. Have each girl choose a pattern. Then we'll promptly send the extra copies that you need.

FREE! clip—mail back today

INTERNATIONAL CELLUCOTTON PRODUCTS Co.
Educational Dept. I-92-K
919 N. Michigan Ave., Chicago 11, Ill.

Please send me the set of patterns for Kleenex tissue box covers, and the order blank, so that I may send for extra copies.

*Name*____________________

*School or club*____________________

*Street*____________________

*City*__________ *Zone*______ *Street*______

Kleenex—T. M. Reg. U. S. Pat. Off.

OLD King Coal—and NEW King Coal

(Continued from page 63)

corridor, and he noticed in passing that she seemed to be wearing a good-smelling **perfume.** As the bell rang, and he went to his seat, he picked up a **button** that lay under the table. "Maybe that's the one Pete lost yesterday," Bill thought.

Using his **pencil,** Bill sketched a picture to illustrate one phase of the discussion on airplanes which the class finished yesterday. Later, Bill's teacher, Miss Keystone, played some new **records** describing a jet flight, and then Captain Harris, a pilot, came and talked to the class.

That afternoon, Bill worked with two other boys and a girl to build a scene showing soil conservation for their class project on farms. One of the boys had brought some **fertilizer** to be used as an example of other methods of soil improvement.

After school, Bill stopped at the Sport Shop to get his tennis racket, which had been restrung with **plastic gut.** Phil Denton told Bill that he was going fishing on Saturday to try out his new **nylon fishline.**

Courtesy, Bituminous Coal Institute

Some Products from Coal

When Bill reached home, the **telephone** rang as he opened the front door. His cousin, Dave, said he couldn't come over because he'd caught cold the night before. Now he was taking **sulpha** tablets as prescribed by the family doctor.

"Oh, well," Bill thought, "it looks like rain anyway, and Mother probably wouldn't let me out without my **raincoat.**" Besides, dinner was almost ready, and he suspected that his mother was serving ice cream flavored with that **new fruit flavor** she had seen demonstrated on television.

Bill's father seemed unusually quiet tonight but maybe it was because of that headache. He had heard his father say that he had taken an **aspirin.**

The house felt chilly after dinner, so Bill Allen touched a **match** to the kindling in the fireplace. He'd been learning about safety at Boy Scout meetings.

At bedtime, Bill decided to take his **flashlight** upstairs to his room. Then he'd know where to find it—maybe!

As he set the alarm on the bedside **clock,** Bill decided this had been a busy day.

And, if you've been noticing each word in **bold type,** in Bill Allen's story, you will surely agree that these by-products of New King Coal are everywhere in our modern living. These were only the ones Bill used in one day. Multiply by the lives of YOU and YOU and YOU, and there will be literally hundreds more!

You, Too, Can Make
$50
OR MORE
In Your Spare Time

Earn Extra Cash The Easy Way
With Merit
CHRISTMAS CARDS

Just sell Merit Christmas and all occasion cards to your friends and fellow workers, 21 for $1 and 50 for $1.25, with name on. You make up to 50c on each box. Send for selling plan and samples on approval. Costs nothing to try.

Many organizations and church groups raise money this easy way. WRITE NOW!

MERIT CARD CO.
370 Plane Street, Dept. 27, Newark, N. J.

These Films are FREE

The Beautiful
CAVERNS of LURAY
16 MM Films .. in Full Color

Available to schools on a free-loan basis. 16MM silent—16MM sound motion pictures and 35MM slides. Educational, interesting, beautiful. Order early, write today for free film booklet.

LURAY CAVERNS
LURAY, VIRGINIA

BE A READER
OF THE LEADER

Join the growing ranks. A postal card to THE INSTRUCTOR, Dansville, N.Y., will enter your subscription. Pay October 1.

EARN DEGREE
Bachelor of Music
IN SPARE TIME . . . Start NOW

Only HOME STUDY Music School offering all courses leading to degree: Bachelor of Music. Your opportunity for important advance in musical arts. Check courses you are interested in, and mail coupon for illustrated lesson and booklet.

UNIVERSITY EXTENSION CONSERVATORY
Dept. E-395, 28 E. Jackson Blvd., Chicago 4, Ill.

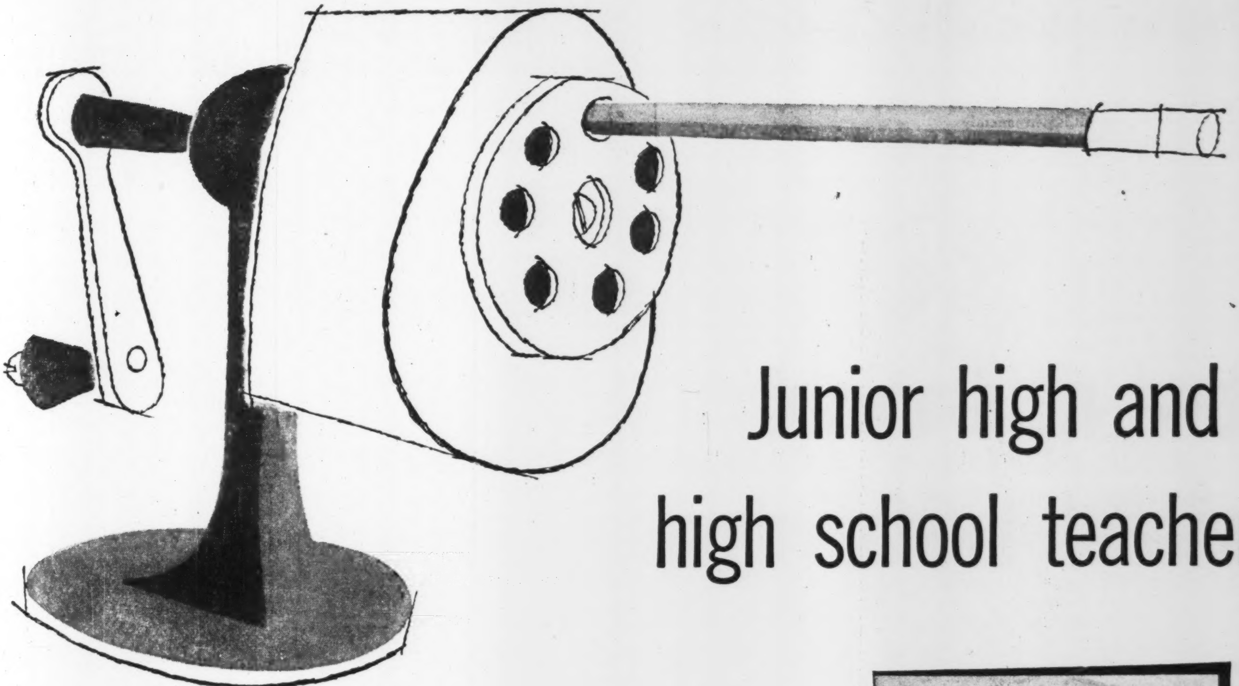
☐ Piano, Teacher's Normal Course
☐ Piano, Student's Course
☐ Pub. School Mus. (Beginner's)
☐ Pub. School Mus. (Supervisor's)
☐ Ear Training & Sight Singing
☐ Hist. & Anal. of Mus.
☐ Adv. Composition
☐ Dble. Counterpoint
☐ Harmony
☐ Dance Arranging
☐ Violin
☐ Guitar
☐ Mandolin
☐ Clarinet
☐ Sax
☐ Cornet-Trumpet
☐ Prof. Cornet-Tpt.
☐ Choral Conducting
☐ Voice

Name____________________

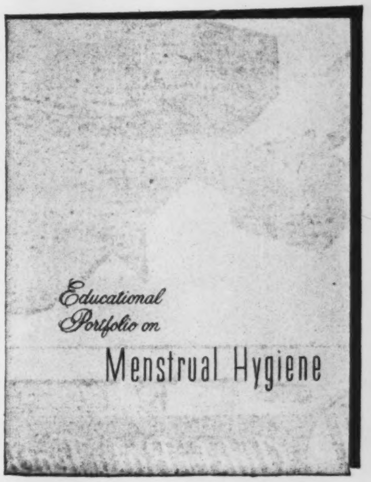
Street____________________

City__________ State__________

Music experience________________



Junior high and high school teachers!



Educational Portfolio on

Menstrual Hygiene

Free teaching material to help you explain menstruation

Easy-to-follow teaching plan for class or group discussion

Modess Educational Portfolio. A complete teaching plan prepared under the supervision of leading educators and doctors. Includes a teaching guide, large 22" x 28" anatomy chart, two booklets about menstruation for teen-agers and cards for ordering further free material. Free to teachers only.

Typical Teacher Comments: "Extremely helpful for our discussion and question period in class."

"Useful for guiding young girls."

"It made the teaching of this subject much easier and more understandable."

Growing Up

AND LIKING IT!

Order now for 1952-53 school year

Friendly, informative booklet for every girl in your classes

"Growing Up and Liking It." Gives a simple, clear explanation of menstruation, "do's" and "don't's," many tips on health, beauty and poise. Delightfully illustrated. You may have as many free copies as you wish.

Typical Teacher Comments: "Like a friendly chat."

"Written so that the teen-age girl can understand it."

"Excellent. My girls were very interested and enthusiastic about this book."

Miss Anne Shelby, Box 5264-9, Personal Products Corporation, Milltown, N. J.

Please send me the following material free of charge:

☐ **Modess Educational Portfolio** ______ **copies of "Growing Up and Liking It"**

Name________________________________

(Please Print)

Address________________________________

City________________________ **P. O.**____________

State ________________________________

(Offer good only in U. S. A.)

IMAGination sparks with CLAYOLA®

CLAYOLA modeling clay lends itself as readily to abstraction as to representation. It is permanently plastic, therefore can be used over and over again. In addition, it is waterproof, stainless, harmless and sanitary. Available in ¼-pound, 1-pound and 5-pound bricks, in red, blue, yellow, white, green, brown, terra cotta, clay color and gray-green.

When the budget is extremely limited, we recommend MODELINE, a non-hardening modeling clay of exceptionally good quality at a low price. Available in 7 colors.

BINNEY & SMITH CO.
41 East 42nd Street, New York 17, N. Y.

CLAYOLA
MODELING CLAY
BINNEY & SMITH CO.
CLAYOLA MODELING MATERIAL

ELVA'S TIPS TO TEACHERS

New! Vol. 2

Aids for Busy Teachers

DECORATING MAGIC
CREATIVE ART

HOME-ROOM DECORATIONS AND CREATIVE ART FOLIO

Teaching is made easy with this 96 page folio. Everything you need for the entire year. Just what you are looking for: large outline drawings to color, cut out, and assemble. A year's supply of **Blackboard Borders, Window Pictures, Center of Interest Pictures, Posters, Student Activity Projects, New Ideas in Stand-Outs, Step by Step Drawings, Gift Suggestions,** and **Creative Art Ideas.** A **yearly service** of all new, original ideas, especially made for grade teacher use. **End your search for usable material,** send for the complete year's folio, or individual packets of two months' supply."

ORDER NOW--$3.50 for complete school year's folio. Or—$1.25 for Individual Packets of two months' supply (order Fall, Holiday, Winter, Spring). Send check or money order.

Send Order to: **ELVA STROUSE TEACHER SERVICE**
P. O. Box 507 Indianapolis, Indiana

Stimulate an Interest in Art

In this new school year, create in your pupils a desire for really **good** pictures. Bring the art galleries of the world to your school with

The Perry Pictures

They are endorsed by thousands of teachers in all grades, and still sell at the low price of only **TWO CENTS** each for 30 or more, size 5½ x 8. Lovely sepia reproductions of art. Also poets, presidents, etc. Hundreds of subjects.

The Angelus *Millet*

56-page **CATALOG** with **samples** for **25 CENTS**, and 1600 **illustrations for easy selection.** For **60 CENTS**, a trial set of 30 art subjects, or 30 appealing especially to children. Send TODAY. List and sample of small colored pictures, 3 CENTS.

THE PERRY PICTURES COMPANY, BOX 13 MALDEN, MASS.

My Third-Graders Study Horses

(Continued from page 24)

2. Written language.

a) Write letters asking to visit stable or farm.

b) Write to a resource person asking him to talk to the group.

c) Write thank-you letters following the excursion and the visit of a resource person.

d) Write accounts of trips taken or of individual experiences with horses.

e) Write captions for, or explanations of, pictures that were made.

f) Make a dictionary of new words learned.

3. Reading.

a) Find information needed to answer class questions.

b) Read interesting stories of horses for enjoyment.

B. Art.

1. Make original drawings to illustrate various points of the study, such as:

a) Stories read.

b) Experiences children have had with horses.

c) Experiences on the class trip.

2. Construct a miniature stable, a ranch, a rodeo, and a horse show.

3. Mold clay and papier-mâché horses and equipment for a stable.

4. Use chalk, paper cutting, or paper tearing to illustrate concepts acquired.

5. Make a movie or a mural of experiences on the class trip or of a story the group likes.

And Now in Conclusion

If a child in the class or even in the school owns a pony, he may bring it to school. After demonstrating correct methods of mounting, dismounting, and so on, he may be willing to let the others ride.

A movie or filmstrip featuring horses is also a good form of culmination.

Evaluation involves a continual consideration of the pupils' attitudes and reactions as related to the subject. The teacher may judge the value of her teaching and of the experiences the children have had by considering how well the objectives have been accomplished.

Strange Fishermen

(Continued from page 58)

river's edge, hoping to come upon a young cormorant that he might take. Though he saw many cormorants rising from the sedges, lifting their large black wings, wading at the water's edge, or standing with wings outspread like strange dark statues on the rocks, he never came close to one.

"Do not expect a bird to drop into your lap," his father said. "Come now, and take these fish to market to sell, and be thankful that we have six good birds left to help us earn our daily rice."

Tomiko did his work carefully, following his father's instructions to the letter. He hoed long in the garden or helped his mother. He carried his baby brother tied to his back by a long, dark, stringlike harness, as he played. He ran numerous errands and always hoped that his father would forgive him for his clumsiness.

If only he could catch a pair of cormorants—

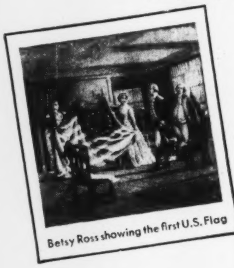
He went to the bird catchers and asked the price of their birds. But he had no money with which to pay.

"How do you catch the birds?" he asked. "Could I catch a young cormorant and train him?"

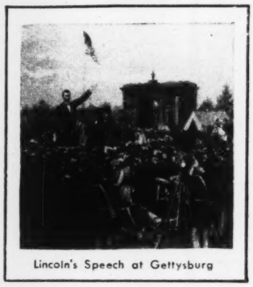
They laughed at him. "You are but a young boy, Tomiko-san," they said and smiled. "It takes great skill to

(Continued on page 74)

WITHOUT CHARGE!
a class project your pupils will join !



Betsy Ross showing the first U.S. Flag



Lincoln's Speech at Gettysburg

a portfolio of 48 Joseph Boggs Beale Historical Prints

Here's one class project for which you needn't send home notes or raise money. Just get the class members to collect OUTER WRAPPERS of Fleer's Dubble Bubble Gum. Without charge, you can obtain:

FOR 150 OUTER WRAPPERS

A brand new portfolio of 48 fine reproductions of the celebrated Beale American history paintings, suitable for framing.

FRANK H. FLEER CORP.
Dept. A12
Philadelphia 41, Pa.

CHECK ONLY ONE

☐ I enclose 150 outer wrappers from Dubble Bubble Gum for new Beale portfolio of 48 reproductions.

☐ Please send more information about the Beale portfolio offer.

Teacher's Name____________________

School____________________

Address____________________

City__________State__________

A Joke on the Wolf

(Continued from page 47)

RED RIDINGHOOD—I have food—lots of it—in this basket. *(Takes the basket off her arm and sets it on the table.)* You may have some if you leave enough for my grandmother.

BABY BEAR *(peering into basket)*—Goody! Let's take some dessert!

GOLDILOCKS *(laughs)*—Oh, all right. I'll put this bowl of pudding in front of your chair. It tastes better than the porridge. *(Takes a bowl from the basket and sets it beside the empty bowl on the table.)* But there is still the matter of the chair.

RED RIDINGHOOD *(looks at chair)*—Did you break it?

GOLDILOCKS—Yes. I fell on it, and it broke.

RED RIDINGHOOD *(shakes her head)*—I'm no good at carpentry.

(All three sadly stare at the chair and shake their heads. A knocking noise is made at right. They all look toward right.)

BABY BEAR—Mercy, we've *never* had company before. Now it is happening three times!

GOLDILOCKS—Things always go by threes, I've heard. Won't you please go to the door?

SECOND PIG *(rushes in, shaking all over)*—Why didn't you let me in at once? The Wolf huffed and puffed my house down and I was nearly caught!

BABY BEAR—I'll bolt the door. *(Exits right and re-enters.)* There!

RED RIDINGHOOD *(wringing hands)*—Goodness, is the Wolf dangerous? I met him in the woods a short while ago and he asked me where my grandmother lives.

GOLDILOCKS—If *you* couldn't find her house, probably the Wolf couldn't either. Don't worry.

BABY BEAR—Aren't you the Pig who built a house of sticks? *(Pig nods.)* Then perhaps you can mend my chair. *(He points to the broken chair.)*

SECOND PIG—Why, sure! *(He pulls a small hammer from his pocket and hammers on the chair. Then he sets it upright.)* There! Now it's fixed as good as new.

GOLDILOCKS—Oh, goody! And now that there is nothing to worry about, I am going to lie down again. I am very tired. *(Goes to small bed and lies down on it.)*

RED RIDINGHOOD—And I shall eat some porridge. *(Points to big bowl.)* That bowl is steaming, and I like porridge hot. *(Sits down in large chair.)*

SECOND PIG *(indicates medium-sized bowl)*—And I shall eat some of this because I like it hot, cold, or any way at all. I like to eat. *(Sits in medium-sized chair.)*

(There is a noise off stage left; Mamma and Papa Bear enter.)

PAPA BEAR *(seeing the others, gruffly)*—What's going on?

MAMMA BEAR—Why do you eat our food?

PAPA BEAR *(lunging forward)*—We shall eat *you.*

RED RIDINGHOOD *(quickly)*—I've *better* food in my basket. You may have it.

PAPA BEAR—Oh! All right, then. *(Looks at Second Pig.)* But I shall eat you, just the same.

SECOND PIG—But I mended Baby Bear's chair. It was broken.

PAPA BEAR *(baffled)*—Oh! All right, then. Thanks. *(Sees Goldilocks asleep.)* Who is that?

BABY BEAR—Her name is Goldilocks.

PAPA BEAR—Oh! Did *she* bring any food? Did *she* mend any furniture?

BABY BEAR—No.

MAMMA BEAR—Then we'll eat *her.*

(Noise off stage right. Grandmother enters.)

GRANDMOTHER *(wielding a cane and speaking crossly)*—Oh, no you don't! I heard what you said and you ought to be ashamed! You've plenty to eat right there in that basket!

PAPA BEAR *(sheepishly)*—We don't eat people anyway. Not really. We are civilized bears.

RED RIDINGHOOD—Grandmother! *(She runs to her and hugs her.)*

GRANDMOTHER—Where were you? I waited and waited.

RED RIDINGHOOD—I got lost in the woods. And I was so afraid the Wolf would get you!

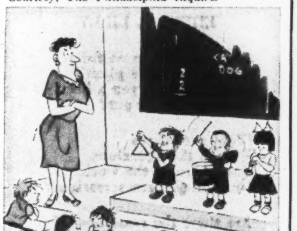
GRANDMOTHER—Wolf? I saw no wolf. You didn't come to my house so I started out to find you.

MAMMA BEAR—Perhaps the Wolf is at your house now.

PAPA BEAR—Then you'd better stay here.

(Continued on page 74)

Courtesy, *The Philadelphia Inquirer*



"They're playing *our* song!"

DAIRY FOODS – essential to our nation's strength

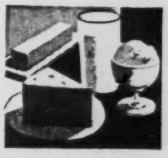
For better work and better health

Recent research has emphasized the importance of a good breakfast, yet surveys show that many workers start the day with poor breakfasts . . . or with none.

It has been demonstrated that the omission of breakfast results in a decrease in maximum work output.[1] A substantial breakfast, containing milk as a source of animal protein reduces mid-morning fatigue and gives a feeling of well-being. Breakfasts containing liberal amounts of protein result in a slower decline of blood sugar levels than do meals of other types. Low blood sugar levels are associated with feelings of tiredness and hunger.[2]

Adding one glass of milk to a breakfast of fruit, bread, and butter was shown, in a recent study, to increase efficiency of protein utilization. The redistribution of animal protein brought about by this shift of milk to breakfast was effective even though the day's total supply of protein was unchanged.[3]

What has been found to be true of a good breakfast need not be limited in application to that meal alone. An adequate diet, including milk and its products and ample quantities of other protective foods, can be one of our greatest assets in increasing the efficiency of our workers and in building the strength of our country.



1. Tuttle, W. W., Daum, K., Myers, L., and Martin, C. Effect of omitting breakfast on the physiologic response of men. J. Am. Diet. Assn. *26*:332 (May) 1950.
2. Orent-Keiles, E. and Hallman, L. F. The breakfast meal in relation to blood sugar values. U. S. D. A. Circ. 827. Washington, 1949.
3. Leverton, R. M., and Gram, M. R. Nitrogen excretion of women related to the distribution of animal protein in daily meals. J. Nutr. *39*:57 (Sept.) 1949.

The presence of this seal indicates that all nutrition statements in the advertisement have been found acceptable by the Council on Foods and Nutrition of the American Medical Association.

National DAIRY COUNCIL
111 North Canal Street Chicago 6, Illinois

Since 1915 . . . the National Dairy Council, a non-profit organization, has been devoted to nutrition research and education to extend the use of dairy products.

Strange Fishermen

(Continued from page 72)

catch a cormorant and at least two years to train one well."

Again Tomiko-san set to watching. He *would* catch a bird.

He built snares and traps and set them out along the river. All that he caught in his traps was a long-legged, squawking white heron.

It was only by luck, and through no good sense of his own, that he stumbled upon a cormorant's nest on a trip he made down to the river.

The nest was set back a short distance from the water and fashioned of long strands of dried seaweed. In it were three large, longish, green-blue eggs. Tomiko drew back from the nest without the eggs when he saw the cormorants circling overhead. He hid in the rushes. He knew he must not touch the eggs. If he did, the parent birds might not return to the nest and the eggs would not hatch. Tomiko watched as the mother carefully settled down on the nest. Then, marking his position and the location of the nest, he went home.

Day after day he returned to watch the nest. One day the eggs had hatched, and he saw the naked inky-black-skinned young birds. They were clamoring with open mouths for food. Tomiko watched the parents feed their young.

As the birds grew, they became covered with soft brown down. Their wing tips sprouted feathers, and soon their young bodies were covered with dark feathers. The birds were now eating young fish which their parents brought them.

"Now they are ready," thought Tomiko. The next day he carried a large bag to the nest. While the parent birds were absent, he quickly picked up the young cormorants and put them into his bag, and returned to his father's house.

He placed the young cormorants under the empty bamboo cage, where they set up a clamorous noise.

"What have you there?" his father said, coming out of the house. "Young cormorants," he exclaimed, "three of them! Did you get them yourself?"

"I found a nest," Tomiko said quietly. "I want only to bring back to you the birds I let get away, Father. I want you to know that I am trustworthy. Some day I want to be a good cormorant fisherman too."

A pleased smile spread on Tomiko's father's face. "I am greatly pleased with you," he said. "Together we will train these young birds, and soon they will be part of the flock. When they are ready, you shall work them by yourself. They will be your birds. The parent birds would soon have turned these fledglings loose to make their own way in the world. You have done well, my son. Now at last I can say to my neighbors, 'I have a son who is ready to learn. Already he takes his responsibility like a man.'"

And in all this Oriental fishing town there were many who spoke of Tomiko-san and his remarkable catching of the cormorants.

A Joke on the Wolf

(Continued from page 73)

BABY BEAR—And we can all have a party with the things in the basket. (*Jumps up and down.*)

GOLDILOCKS (*jumps up and joins the others*)— A party! And a minute ago I was so scared I couldn't move!

PAPA BEAR (*flattered*)—Aw! Were you really?

SECOND PIG—I like parties if there is lots to eat! (*Rubs his stomach.*)

GRANDMOTHER—What a joke on the Wolf!

(*Baby Bear begins to pull things out of the basket and Grandmother and Mamma Bear set them around the table. Second Pig starts to gorge until stopped by Red Ridinghood. Papa Bear puts an arm around Goldilocks in a fatherly way.*)

First Day Back in District 10

EDITH C. LILLY

Are those the same fishes?
Is that the same plant?
Shall we bring you a beetle,
Grasshopper, or ant?

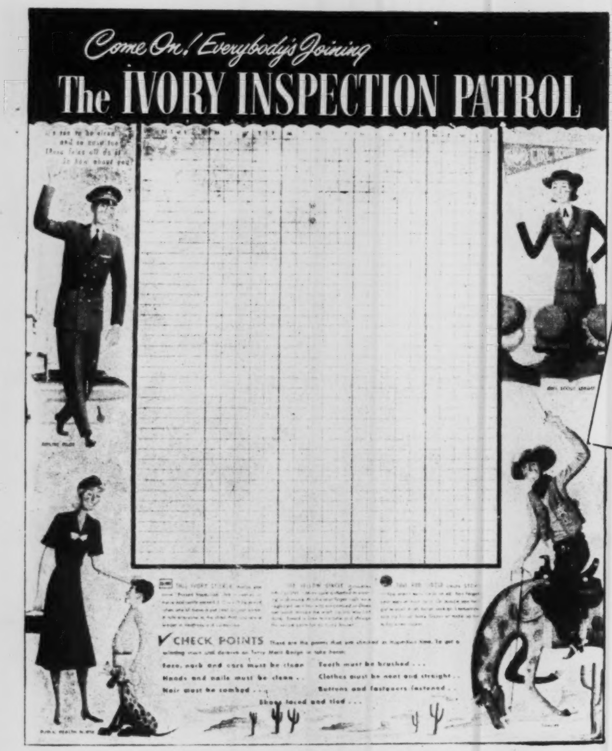
Right over there
We see the aquarium,
But where in the world
Did you put our terrarium?

Are these the same books?
Do we use the same shelves?
Shall we use the same hooks
Or choose for ourselves?

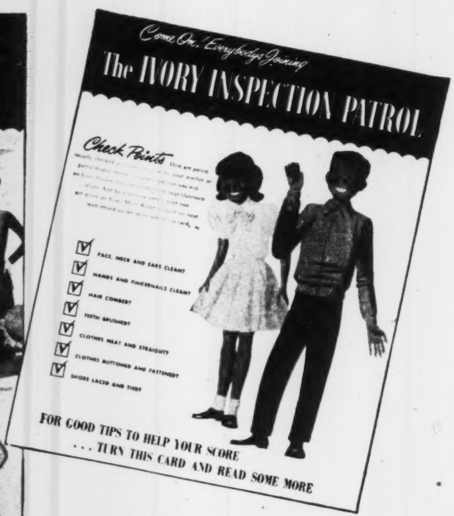
Vacation was nice,
But now that it's done,
We're glad to be back
Where we had so much fun.

STIMULATE GOOD GROOMING HABITS *with the*

Ivory Inspection Patrol


Come On! Everybody's Joining
The IVORY INSPECTION PATROL
CHECK POINTS
Face, neck and ears must be clean
Hands and nails must be clean . .
Hair must be combed . . .
Teeth must be brushed . . .
Clothes must be neat and straight . .
Buttons and fasteners fastened . .
Shoes laced and tied . . .

This Gayly Colored Wall Chart . . . 20" x 26" for posting in your classroom shows the day-by-day cleanliness and grooming record of each child for a 4-weeks' period. 4 kinds of stickers are provided — stickers in the form of miniature cakes of Ivory Soap for perfect scores; yellow stickers to indicate "caution"; red stickers to indicate "Stop!"; Merit Badge stickers to show a good week's record. Space for 40 names is provided. If your class is larger, ask for free additional charts.


Come On! Everybody's Joining
The IVORY INSPECTION PATROL
Check Points
FACE, NECK AND EARS CLEAN?
HANDS AND FINGERNAILS CLEAN?
HAIR COMBED?
TEETH BRUSHED?
CLOTHES NEAT AND STRAIGHT?
CLOTHES BUTTONED AND FASTENED?
SHOES LACED AND TIED?
FOR GOOD TIPS TO HELP YOUR SCORE
. . . TURN THIS CARD AND READ SOME MORE

Individual Inspection Patrol Sheets — colorfully printed on both sides — link school and home. Sheets record the individual child's score. Through them your efforts to foster good cleanliness habits in the schoolroom are checked on — and supplemented — by the parents. Most parents co-operate wholeheartedly when they are kept informed of the child's progress in cleanliness habits.

This Free "Cleanliness Game" Makes Daily Inspections Fun!

In thousands of schools from coast to coast, teachers have been successfully using The Ivory Inspection Patrol to stimulate student interest in cleanliness and good grooming habits. Enthusiasm for this popular program has increased year after year.

When classes are divided into patrols and the game gets under way, the interest in daily cleanliness and good grooming perks up surprisingly. Pupils have a real incentive to improve and parents cooperate by helping their children win better scores.

Order the Ivory Inspection Patrol material for your classes with the coupon at left.

THIS COUPON WILL BRING YOU FREE PATROL MATERIAL

PROCTER & GAMBLE, Education Dept. X, P. O. Box 599—Cincinnati 1, Ohio

I am interested in the new Ivory Inspection Patrol program. Please send me sufficient material for ________________ students.

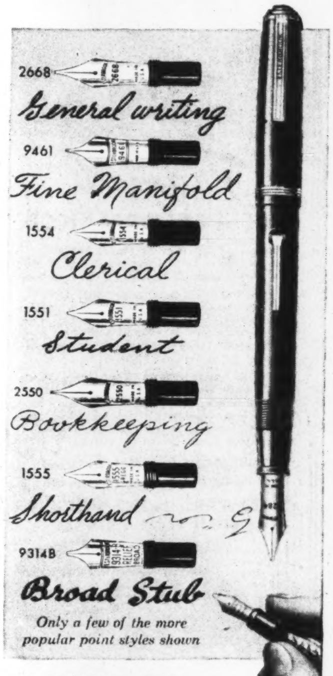
TEACHER'S NAME

NAME OF SCHOOL

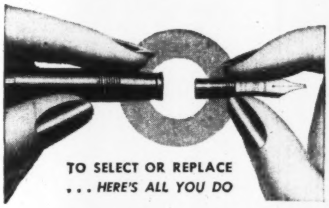
CITY OR TOWN STATE

This offer good only in United States, its possessions, and Canada.

CHOOSE
THE RIGHT POINT FOR THE WAY YOU WRITE



FIT IT INTO THE ESTERBROOK PEN YOU LIKE BEST



For school, for business, for personal use, choose the *size* Esterbrook Pen that best fits your hand, pocket, or purse. Fit it with the point precisely right for the kind of writing you do, and the way you yourself write it. Screw the point into the barrel yourself. All points instantly replaceable in case of damage. At all pen counters.

POCKET SET—Esterbrook Pen and matching Push-Pencil. Pencil holds two feet of lead. Writes for months without reloading. Standard or thin-lead models. "Push the top to feed the lead."

Esterbrook®
FOUNTAIN PEN
ESTERBROOK—AMERICA'S PEN NAME SINCE 1858

New Records

(*Continued from page 55*)

carry a tune. Of course, we are all aware that in this enlightened day and age, all of you can quaver through some kind of ditty, and we also know that the recorded voice can never take the place of the real thing.

However, these song albums do have an important place in schools today, not only because of their high quality of performance, but because of their value in stimulating interest. Columbia offers a new set based on the "New Music Horizons" textbooks. The first album (Columbia MJV-132, 78 rpm, $2.14) offers a total of eighteen songs, from *Book One,* grouped as follows: *Let's Step Along, Songs for Special Times, The Circus Comes to Town,* and *Around Home and Town.* No need to hunt for the end of one song and the beginning of another—each number is separated by a blank band on the record.

You will be more than pleased with the tenor voice, and so will the boys in your class. "The Soldiers' Song" features trumpet and drums for a rousing march around the classroom; "Busy" utilizes clever sound effects for stepping, tapping, and acting out the simple instructions of a dance; and "Looby Loo" does away with the necessity of singing *and* dancing, which somehow always ends with teacher doing a solo! "The Fireman" features a realistic fire-engine bell, and the simulated tones of an old fire horn, while the "Scissors Grinder" uses tinkling orchestra bells cleverly joined with a "wah-wah" muted trumpet. Add to all this, crystal-clear enunciation without the exaggeration that children so dislike, and elementary teachers will want an album even though their music texts may be of another brand.

Although the emphasis here of late has been on the United Nations and a one-world concept, there is still ample room for a good deal of genuine patriotic pride in these great United States of America. *This Is Our America* (Rexford Records 502, $2.45) is an excellent cantata which is, in composer Don Gillis' own words, "an affirmation of faith in these United States, a personal affirmation set to music." Because Mr. Gillis is not an ivory-tower idealist, the work abounds with the earthy, the concrete, the robust, all of which delight the imagination of a fifth- or sixth-grader.

You will enjoy listening for the snatches of folk songs so distinctive of sections of our country, for the rapid-fire succession of the names of our states, for the recitative version of the familiar Pledge of Allegiance, and finally, for the simply amazing list of the reasons why we love America. Children will be tickled at the range—from salted peanuts, Santa Claus, and motion pictures all the way to apple orchards, chewing gum, and withholding tax! Sung by Ray Middleton (Pinza's successor as Emile de Becque in *South Pacific*) this patriotic cantata is manly. It is not narrow-minded, and its direct and logical approach will delight young and old alike.

Last year, Enrichment Records presented a marvelous series of four albums based on the Landmark Books. Utilizing radio drama techniques, and authentic in every detail, these records should be in your library. A thirty-cent "Leads to Listening" pamphlet has now been prepared by Helen McCracken Carpenter, Chairman of History and Government at Trenton State Teachers College. It suggests preplanning for use with the children, introduction of the records, who's who of historical characters mentioned, and

(*Continued on page 79*)

BILL
BILL
BILL
BILL
sprinkle
or
cloudburst?
You never know...but you'll be glad you're under the T.C.U. umbrella!

You never know if it will be a light "sprinkle" or a regular "cloudburst" . . . when sickness, accident or quarantine strikes. But, there is always a rainstorm of extra bills. That's why it's wise to be under the friendly and helpful protection of the T.C.U. "umbrella" *at all times!* The best protection against extra expenses is extra income!

Protection Costs Less Than a Nickel a Day

With a 10-Way Protection T.C.U. policy you are assured of speedy financial help when you need it most—at a cost of less than 5c a day. You know that in the event of sickness, accident or quarantine an airmail T.C.U. check will wing its way to you to help pay the bills.

Fourteen Years with T. C. U.

"I have been a T.C.U. member for around fourteen years and it took a sickness for me to find out what a fine policy I carry. It is good to feel protected in case of need by the famous T.C.U. umbrella."

Mrs. Andree F. Haas
Hollywood, Calif.

Appreciates Year 'Round Protection

"I appreciate your help in every way. This is my third claim, but my first for accident. Because all of this happened during vacation I appreciate the T.C.U. more than ever."

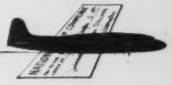
Miss Lucille Mae Wirt
Freeport, Ill.

A Friendly Umbrella

"Your check for $74.24 in payment of my first claim has certainly come at an opportune time. I think T.C.U. is truly a friendly, umbrella! It is a sound investment from a practical viewpoint."

Mrs. Virginia O. Huber
Akron, Ohio

All Claim Checks Sent by Fast Air Mail



For more than 50 years, the T.C.U. has helped thousands of other teachers. You, too, will find that in a "sprinkle" or "cloudburst" the best place is under the T.C.U. umbrella. Learn about T.C.U. protection. Get all the facts. Without obligation, mail the coupon below. Then you alone decide if it isn't better to be under the T.C.U umbrella when "caught in the rain." No agent will call—so mail the coupon today!

TEACHERS CASUALTY UNDERWRITERS
108 T.C.U. Bldg. Lincoln 8, Nebraska

TCU
FOUNDED 1899

T.C.U. advertising has appeared in The Instructor every year for the past 38 years.

FREE INFORMATION COUPON
To the T.C.U., 108 T.C.U. Building
Lincoln 8, Nebraska
I am interested in knowing about T.C.U. 10-Way Protection. Send me full details without obligation.

Name ____________

Address ____________

____
NO AGENT WILL CALL

A LETTER FROM SANTA CLAUS

Dear_______________

Heigh! Ho! Heigh! Ho!

I am coming to see you.

(Exact reproduction from LETTER shown above)

Letters from Santa Claus

Will thrill your children—inspire classwork.

Children want to hear or read the LETTERS again and again. Such a personal contact with Old Santa is almost beyond belief. Have the LETTTERS mysteriously delivered to the class.

We offer THREE boxes. Size 5 x 7. Bright colors, with illustrated envelopes.

No. 17 Kindergarten and First Grade, REBUS style, MANUSCRIPT, 2 designs.
No. 18 First and Second Grade, MANUSCRIPT for reading, 4 designs.
No. 14 Third and Fourth Grade, typewriter type, thrilling reading, 4 designs.

ORDER NOW **IMMEDIATE SHIPMENT**

HELEN SHANNON
920 Board of Trade Bldg., Kansas City 6, Missouri
I enclose $.......... Please mail me the following boxes at $1.50 each, plus postage: 20c a box.
Style #17.............. #18............ #14.............
Name ....
Street ....
City.............................. State..........

Each box contains
40 LETTERS
1 NOTE to Class from Santa
Instructions

ALL FOR
$1.50 plus 20c postage
(Extra LETTERS 4 for 15c)

Stik-tack
miracle disks
Adhesive
use them OVER and OVER
82 miracle disks
ONLY 25¢

END tack and tape damage

with **Stik-tack** miracle discs

No more tack holes — no more smudgy classroom windows when you use Stik-tacks to mount papers, cut-outs, maps, etc. on woodwork, windows, walls. A sensitive pressure material, adhesive on both sides, Stik-tacks adhere indefinitely to any dry surface . . . will not stick to fingers . . . may be peeled off and used over again. Ideal for drafting and art classes. Acclaimed by schools and colleges everywhere.

FOR MOUNTING: ***charts, drafting paper, notices, etc. on glass, wood, metal, tile, blackboards.***

Adhesive on both sides

Ask your school supply house about
Industrial pack
328 discs $1.00 or write

THOMPSON'S Dept. I, 1299 Boylston St., Boston, Mass.

Phil Visits in Iran

(Continued from page 48)

MOHAMMID—Our bread is baked in the large flat sheets but it is easier to serve this way. Our restaurants set this style.

FATIMA—We bake our bread on the top of a dome-shaped oven until it is brittle. Bakers like to make their own style in bread. Some bakers make it basket-shaped. Some even make a design in the dough.

PHIL (*chews critically*)—Say, this is good. (*Eats steadily.*)

FATHER (*to Mr. Martin*)—I am glad that your company is so well pleased with the results of its oil purchases here. We are certainly grateful for the improvements in living conditions which they have brought about.

MR. MARTIN—I'll be glad to report what you have said to the officers of our company. (*He glances at his watch and hands Zenobia his tea glass.*) I am very sorry to have to leave so abruptly but I have been here far longer than I thought and I have an appointment at the Embassy in a few minutes. Thank you very much for your hospitality. I hope you will come to America and that you will stay with us. (*Bows to Mother and Fatima. Nods to Mohammid.*) Come, Phil. Are you ready?

PHIL—No. But I'll come. Good-by, everybody. Hope to see you in America soon. Thanks for the bread and tea. (*Exits with Mr. Martin.*)

(*Iranian family returns to their work.*)

MOHAMMID (*after a pause*)—Father, do you suppose I could go to a university in America instead of in England?

FATHER—Perhaps, my son. It may be possible. At least we shall keep it in mind.

The Field Trip

(Continued from page 59)

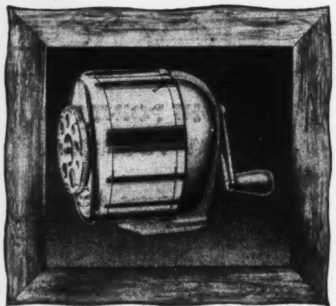
parcels were weighed, paid for the postage needed, received and counted their change, saw the clerk cancel the postage by hand, and noted that the packages were placed in separate bags marked for cities indicated on their address.

7. As a finale to the trip, the teacher who received the letter came in person to thank the class and report the time of its arrival in her mailbox. She then returned it to the class to be displayed on their project bulletin board.

The SUCCESS of a field trip depends on whether the children *use* the learning or skills. This follow-up should *begin* as soon as they return to the classroom. Children derive pleasure and profit from *reliving* their field trip. This may be done through various art forms—painting, modeling, construction, creative writing, rhythms, music, and dramatic plays. Books, charts, films, and records will supplement, enrich, and impress their field-trip experiences. The possibilities are endless and all can by no means be included in a single study.

How many field trips a year? To children, you will find that too many trips are as confusing as too many class activities. A few well-planned trips serve best to:

1. Bring the community and classroom closer together.
2. Bridge the gap between life *in* and *out* of school.
3. Encourage a continuity of learning which carries over the child's day.
4. Educate in terms of citizenship through group planning and execution of activities.
5. Develop correct understandings, attitudes, and appreciations.



Framed

FOR PERFORMANCE

A number of BOSTON KS Pencil Sharpeners were procured by Tinius Olsen Co. from their own source of supply.

After testing 2170 pencils, the BOSTON KS Sharpener had produced 36,890 pencil points of ¼" length and was still operative. The cutters, after the endurance test run, produced pencil points suitable for normal writing.

The test of pencil sharpeners by Tinius Olsen Co., Willow Grove, Pa. was developed so that you might benefit by correct information on pencil sharpener service. Have our representatives show you the complete details of this pencil sharpener test no. 31517.

BUY BOSTONS . . . SELL BOSTONS
Backed by a Full Year's Guarantee.

C. HOWARD HUNT PEN CO.
CAMDEN 1, NEW JERSEY

Also Manufacturers of Speedball Pens and Products —Hunt Pens

WRITE FOR CATALOG

BOSTON PENCIL SHARPENERS

***Full color* unit on**

Fresh Fruits and Vegetables

available *free* in classroom quantities

This is a reprint of an eight page unit published in Grade Teacher Magazine of February 1952. It has been in great demand.

The unit, called HEALTH FROM FIELD AND ORCHARD, tells the story of growing, transporting and marketing fruits and vegetables; also their nutritional value. Suggestions for classroom work are supplied. The pamphlet is designed for intermediate and upper grades.

With the pamphlets we also send one copy of our Produce Supply Guide and a copy of a chart Nutritive Value of Fruits and Vegetables.

The supply is limited. Requests should be sent early. Please type or print name and address.

UNITED FRESH FRUIT & VEGETABLE ASSN.
777 14th St. N.W., Washington 5, D.C.

No. Copies____ No. Pupils____
Grade______
Name__________________
Address________________
City___________________
Zone_____ State________

The Professor's Magic Telescope

(Continued from page 49)

to know what's the big idea of pulling me through space like a comet?

PROFESSOR—We're sorry. What's your name?

NEPTUNAS—My name is Neptunas. I am a king on my planet. When I get bored with life on Neptune, I just hop into my Neptobile and travel to Triton. That's where I was going when you caught me with your beam.

CUB SCOUT—Triton? What's that?

NEPTUNAS—Triton is the name of our satellite.

PROFESSOR—I wish you had brought your Neptobile with you.

NEPTUNAS—What, and have you steal it from me?

PROFESSOR—Oh, I wouldn't do that. I just want to examine it and compare it with our cars.

NEPTUNAS—Don't try to kid me. It is well known throughout the solar system that you Earthlings stole Mercury and now call it an automobile.

CUB SCOUT—But that's just a name we gave to one of our cars.

NEPTUNAS—*One* of your cars? Where'd you steal the others from?

PROFESSOR—No, Neptunas, you don't understand. We manufacture Mercury cars here on earth, and lots of others, too.

NEPTUNAS—Sorry, but I can't believe you Earthlings. It is common gossip that you have stolen pieces of the Milky Way and the planet Mars. We know that you cut them up in pieces, and sell them for candy bars.

CUB SCOUT—Ha—ha—ha! Boy! how dumb can he get?

PROFESSOR—Please, Scout, don't make him mad.

NEPTUNAS—Well, suppose you send me home now. I'm getting old too fast down here.

PROFESSOR—What do you mean?

NEPTUNAS—Well, it takes our planet 165 years to complete one revolution around the sun. So down here, I'm getting 165 times older than I would be back home.

PROFESSOR (*as he removes wires from helmet of Neptunas*)—Is there anything you'd like to ask us, before you go?

NEPTUNAS—Yes. What is it that keeps getting bigger, no matter how much you cut off the sides?

PROFESSOR AND CUB SCOUT—We give up.

NEPTUNAS—A ditch! Ha-ha! Goodby now, and away I go. (*Jackie Gleason gesture.*)

PROFESSOR—Well, Scout, I have to attend a scientific meeting in just thirty minutes. Maybe we'll have time for just one more visitor. Which planet do you choose?

CUB SCOUT—How about Saturn?

PROFESSOR—Okay, let's focus on Saturn and see what we can get. (*Looking through telescope.*) What have we here?

CUB SCOUT—Let me see, Professor.

PROFESSOR—You watch while I push the magnetic beam button. Here goes—

SATURNO (*enters, staggering and covering eyes with arm*)—Zuma flooma ginga rooma.

CUB SCOUT—What'd he say? What did he say?

PROFESSOR—Let's turn on the interpreter and find out. (*He turns on machine.*)

VOICE (*off stage*)—Boy, oh, boy! Am I dizzy.

PROFESSOR—Quick, Scout, help me attach the wires so we can talk to him. (*Attaches wires with help of Cub Scout.*) Hello. Can you hear me?

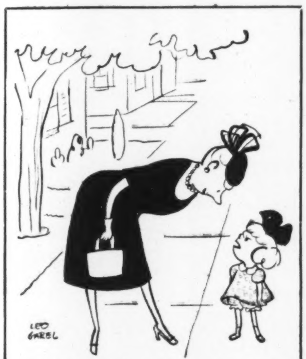
SATURNO—Yes, but my head is still spinning.

CUB SCOUT—Why are you so dizzy?

SATURNO—I don't know whether you know it or not, but those rings around my planet are caused by dense swarms of minute satellites revolving about the planet.

CUB SCOUT—So what?

(Continued on page 79)

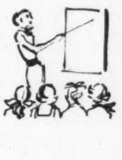


"Do you really want to know my age or are you making talk?"

THE INSTRUCTOR

"You're a Young Lady Now"

Very Personally Yours



FIRST TIME EVER OFFERED!

The only booklet on menstruation especially written for girls 9 to 12

New! Authoritative! Free!

Here's a booklet on menstruation, tailor-made for pre-teens. You have indicated the need for it and we are happy to offer it, *free on request.*

"You're a Young Lady Now" gives the young girl a correct point of view on menstruation and eliminates the shock of the unknown. It also prepares her to take care of herself during the menstrual period.

Every word has been weighed carefully to be sure it is in the language of the 9-to-12 year old. Only subjects of current interest to this age group are discussed. It is the work of the same people who produced the successful "Very Personally Yours" booklet on this subject for older girls.

Every girl should have her copy for school study and home review.

More than *ten million* students have learned from this complete, integrated menstruation program

Most major school systems take advantage each year of this complete program on menstruation. You'll find films, booklets, charts, and guides well integrated to give your students a sound knowledge of this important subject. Not only teachers, but thousands of nurses, parents, and students request that it be a regular part of the school curriculum. The entire program, or any part of it, is available without charge on request . . . with the compliments of Kotex.* Just fill out and mail the coupon at right.

For the Older Girl (12 and over) . . . you'll want the popular booklet "Very Personally Yours." Here menstruation is explained in greater detail, in line with the interests of older girls.

10-Minute All-Color Film . . . "The Story of Menstruation," produced by Walt Disney Productions, is acclaimed across the nation by educators, health authorities, parent and church groups. Here the once "taboo" subject is approached in a calm, straightforward manner. Complete with sound. 16mm., full color. Free, except for postage, on short-term loan.

Teaching Guide and Menstrual Chart. Hundreds of teachers aided in organizing the Guide. It is flexible, can be adapted to any teaching condition. The large color chart on menstrual physiology is designed for supplementary classroom lectures. Menstruation is detailed in easy-to-follow diagrams.

*T. M. REG. U. S. PAT. OFF.

FREE! CLIP—MAIL BACK TODAY

INTERNATIONAL CELLUCOTTON PRODUCTS CO.,
Educational Dept., I-92
919 N. Michigan Ave., Chicago 11, Ill.

Please send me free (except for postage) your 16 mm. sound film, "The Story of Menstruation."
day wanted (allow 4 weeks)*____________
2nd choice (allow 5 weeks)*____________
3rd choice (allow 6 weeks)*____________
Also send the following:
For girls 9-12____________ copies YOU'RE A YOUNG LADY NOW
For older girls____________ copies VERY PERSONALLY YOURS
☐ Physiology Chart ☐ Teaching Guide
*Name*____________
*Organization*____________
*Street*____________
*City*____________
*Zone*______ *State*____________

*From the date you mail this coupon.

TEACHER APPROVED AND COMMENDED

ART and ACTIVITY

For The Lower Grades

COMPLETE—READY TO USE

ANN MARIE'S FALL PROJECTS

4 BIG PORTFOLIOS OF MULTIPLE PROJECTS FOR THE ENTIRE SCHOOL YEAR

ANN MARIE'S WINTER PROJECTS

ANN MARIE'S HOLIDAY PROJECTS NOV.-DEC.

INTEGRATED WITH SUBJECTS IN YOUR SCHOOL CURRICULUM

ANN MARIE'S SPRING PROJECTS

- Simplifies the Problem of Class Preparation
- Creates Time for Individual Instruction
- Adds Pleasure, Beauty and Fun to Regular Programs
- Timely, Practical, Stimulating
- Over 50,000 Classes Have Used This Service to Advantage

SO EASY TO USE

SUGGESTS—WHEN TO USE—WHERE TO USE—HOW TO USE

BLACKBOARD BORDERS — WINDOW PICTURES — ROOM DECORATIONS —
EDUCATIONAL POSTERS — NATURE STUDIES — HANDICRAFT
Plus HOLIDAY MATERIAL

All projects are **printed**—ready to use—on proper colored paper stock—You will save hours of work—and the children will love them.

FREE With your order for TEACHER-PLANS, a schedule chart for each portfolio which shows you how to schedule your work in advance and how to integrate with other subjects.

GOING INTO OUR 25th YEAR

ANN MARIE'S WORKSHOP, Dept. A-40
5932 Newburg Avenue, Chicago 31, Illinois

☐ I am enclosing $3.50. Please send the complete 1952-53 TEACHER-PLANS set—entire school year's work (4 portfolios) NOW in one package.

☐ Delayed payment. Please send the first portfolio by return mail and I will send you the $3.50 by October 10th for release of the other 3 portfolios.

NAME ....
ADDRESS ....
CITY & STATE.................................

YOUR OWN COPY OF

THE INSTRUCTOR

COSTS ONLY $4 A YEAR

Ever wait days, even weeks, to get your chance at the school copy of THE INSTRUCTOR? Ever borrow a copy from a friend and wish you could cut out a coupon, or idea file items? No difficulties like these when you have your own subscription. Delivered promptly every month, your personal copy of THE INSTRUCTOR gives you aid and guidance every day. Only when you have your own subscription can you take complete advantage of everything THE INSTRUCTOR has to offer you.

One Year $4 — Two Years $7

Send your order to THE INSTRUCTOR, Dansville, N.Y.

Finders Keepers

(Continued from page 44)

He looked up. Someone was watching him over the hedge. It was a boy about Billy's age.

"Hello," said the strange little boy. "That's my horse you have!"

"Hello," replied Billy. "I found the horse yesterday, but I'll give it back to you. Here it is." He handed the little horse over the hedge.

"Do you live here?" asked the boy, sliding through the hedge toward Billy. "I live next door in the white house."

"What's your name?" asked Billy.

"My right name is Jimmy," said the little boy, "but I call myself Bronco. I'm a cowboy."

"I'm a truck driver," said Billy. "My right name is Billy, but I call myself Smithy."

"Let's play with the horse," said Jimmy. "Your yard is a good place to play."

"Wait till I get my truck," said Billy. "Then we'll chase a robber. You can chase him on your horse, and I'll chase him in my truck."

Billy brought his green truck from the porch.

Jimmy looked at it in surprise. "That looks like something I found on Main Street yesterday," he said.

From behind the hedge where he had left it, Jimmy pulled the little green trailer. "Does this belong to you?" he asked.

"Yes," replied Billy, happily, as he stooped to fasten the trailer to the back of his truck.

"Now, we're ready to play," he said, straightening up.

Billy's mother came out of the house. "Why, you've found your trailer!" she said.

"Bronco found it," said Billy, pointing to his new friend, "and I found his horse!"

"Now, you have someone to play with," said his mother.

"Yes," said Billy. "It's better than playing 'finders keepers.'"

A Day in the Kindergarten

(Continued from page 44)

good-citizenship period by guiding interesting conversations. Each child is given an opportunity to talk about any home interest, his pets, hobbies, or whatever he likes. The teacher acts as a guide at all times and sees that the customary mealtime courtesies are observed. It gives the children great satisfaction and much pleasure to be permitted to pass the crackers around and hear their classmates say, "Thank you." They also like to pass a wastebasket to collect the used paper plates and napkins.

At 10:30 the children, accompanied by their teacher, go to the outdoor playground for play activities. At this time, simple singing games are played, like "Ring around a Rosy," "Looby Loo," and "The Farmer in the Dell." Games of tag and ball are played and the teeter-totter and slides are used. During inclement weather the games are played in the kindergarten room which has been well ventilated.

On pleasant, warm days, the children with the teacher enjoy excursions to watch birds, squirrels, toads, and other animal life, and to see the flowers, grass, and trees in the schoolyard. Upon their return to the classroom, the teacher makes ample use of such experiences by conducting a conversation about what the children saw and enjoyed. There is always much interest at such a time and the response of the children is most gratifying.

(Continued on page 82)

STENCIL-ART
TRADE MARK

ACTIVITY BOOKS FOR CHILDREN

Twelve gay colorful Stencil-Art books are packed full of stencil-patterns which will keep boys and girls busy for hours on end. They can trace and color animals, flowers, famous persons, etc. They're educational, too. Not merely silhouettes, stencils are highly detailed and cut of durable stock so that they can be used over and over. Books are ring-bound so pages lie flat. An ample supply of paper is furnished with each book.

Stencil-Art for Little Folks ...$1.00
Stencil-Art Out West .... .59
Stencil-Art On the Farm .... .59
Stencil-Art For Tiny Tots ..... .59
Stencil-Art Zoo .... .59
Stencil-Art For Small Fry .... .59
Junior Stencil-Art .... .25
Junior Stencil-Art Animal Book .... .25
Stencil-Art Rainbow Book ... 1.35
Stencil-Art Book No. 1 ...... 1.19
Stencil-Art Book No. 2 ...... 1.19
Stencil-Art Holiday Book 1.35

Amusing • Entertaining Educational

Available through your book or toy outlet, or write

STENCIL - ART PUBLISHING COMPANY
P.O. Box 23 Bedford, Ohio

TEACHERS like Omega*

CHALKBOARD CHALK IN COLOR

it ERASES completely

2 stick sample sent free. State school name and teaching position.

WEBER COSTELLO CO.
Chicago Heights 9, Illinois

Be Sure To Visit

ROCKEFELLER CENTER in New York

- See the wonders of this unique "city within a city". A Rockefeller Center Guided Tour includes a thrilling sky view of New York from the 70-story RCA Observation Roof.

Complete Guided Tour, $1.40
Includes Observation Roof
SPECIAL STUDENT GROUP RATE (ages 12 to 20)—85¢
For further information and group rates write: Rockefeller Center Guided Tour & Observation Roof, 50 Rockefeller Plaza, New York 20, New York.

JUST OUT! NEW THRILLING SENSATION IN CHRISTMAS CARDS

Lustre Foils • Satins • Brilliants

Amazing values bring you easy orders! Earn Extra Dollars FAST. Big Line. Christmas Cards with Name 50 for $1.25 up. New *Glo-In-The-Dark* Tree Ornaments, Imprinted Matches, Stationery. 30 FREE Samples with Name; Several $1 Boxes on Approval.

MAKE BIG MONEY

50 for $1.25 With Name FREE Samples

JOY GREETINGS, Dept. 49-C,
507 N. CARDINAL, ST. LOUIS 3, MO.

The Failure

(*Continued from page 36*)

had been trying to get him to eat for the past few days. The other man had a very kind voice.

The first man said, "This must be the dog you mean. I'm sure he's not the dog you want, though. The man who brought him here said he was the most good-for-nothing dog he ever saw."

"Yes, this is the dog I want," said the kind voice. "I talked to his former master, and he told me about him. That is why I want him."

MacDuff couldn't believe his ears. Did someone want him? There must be a mistake.

"What a fine dog he is," the kind voice went on. "A border collie! Just the dog for my sheep ranch. May I have him now?"

"Yes," said the other. "I'm afraid he's pretty weak. He hasn't eaten since he's been here."

"Come on, MacDuff," said the kind voice. "I'll take you to my ranch. The sheep need you."

MacDuff was so happy his heart was almost bursting. He began wagging his tail and whining. The man gave him a chunk of meat, and he ate it hungrily and licked the man's hand. Then the man took him out to a big green truck and they rode a long way. Finally they stopped and got out.

MacDuff saw hundreds of white woolly animals. They looked helpless, as if they needed him.

His new master said, "All right, MacDuff, put them in here," and pointed to a pen near by.

MacDuff went to work, and in a short time he had all those sheep in a tight little bunch and slowly, step by step, he made them go forward until finally one of them went in the pen; then one by one, faster and faster, they all followed.

"Good boy," said his new master.

MacDuff came as near to singing with joy as a dog can. He had done the right thing! At last he knew what he was meant to be—a sheep dog!

New Records

(*Continued from page 75*)

activities after listening. Moreover, four more albums are on the way: "Our Independence and the Constitution," "Paul Revere and the Minute Men," "Building the First Transcontinental Railroad," and "The Wright Brothers: Pioneers of Aviation." The pamphlets, and albums also, may be ordered from Miss Martha Huddleson, Enrichment Records, 246 Fifth Ave., New York 1.

Good luck for a successful school year, filled with good recordings!

The Professor's Magic Telescope

(*Continued from page 77*)

SATURNO—So when your machine jerked me off Saturn, as I sped through space, I was caught by a swarm of satellites and was whirled around like a record on a record player, before I finally arrived here.

PROFESSOR—Please tell us your name, and why do you cover your eyes?

SATURNO—My name is Saturno. I cover my eyes because on Saturn we receive only one one-hundredth of the light and heat that you receive from the sun. And boy! This heat is killing me and your lights are blinding me.

CUB SCOUT—Gee, we're sorry. We won't keep you long. But tell us, how many moons have you?

SATURNO—Only ten.

CUB SCOUT—*Only* ten?

SATURNO—Yes. Why? Do you have more?

PROFESSOR—No, we have only one moon with our planet. There it is; you can see it through the window.

SATURNO (*looking at moon*)—Oh! more light! It's a wonder you aren't all blind down here.

CUB SCOUT—If you think it's light now, you should be here in the daytime.

SATURNO—Daytime? You mean it gets even lighter than this?

CUB SCOUT—Why, sure. Sometimes it even hurts *my* eyes.

SATURNO—Boy! How stupid you creatures must be to stay here in this place and fry.

PROFESSOR—Mr. Saturno, we don't want to keep you here too long. Anyhow, I have to attend a meeting pretty soon. Is there anything you'd like to ask us before you leave?

SATURNO—Yes, what falls but never breaks; and what breaks but never falls?

PROFESSOR AND CUB SCOUT—We don't know. We give up.

SATURNO—Night falls but never breaks and day breaks but never falls. Now quickly, remove those wires and away I go. (*Gleason gesture again.*)

(*Professor and Cub Scout remove wires and Saturno exits.*)

CUB SCOUT—You know, Professor, your telescope is the most amazing thing I've ever seen, or heard of.

PROFESSOR—Glad you like it, my boy. Now I must be off to my meeting. So good-by. (*Imitates the gesture the visitors used as he exits.*)

CUB SCOUT (*to audience*)—Boy! Isn't he a smart man?

Once Again . . . It's Time To Check Food Habits

FREE Teaching Materials—To Help You

The start of a new school year is a good time to take a new look at the eating habits of your pupils . . . and put more emphasis on the study of food.

Alert teachers know the value of nutrition and health education. They know it is in the lower grades that habits are formed which last on into adult life.

And you can see results of such a program almost at once! Classes on food are lively and interesting . . . it's a subject which your boys and girls will like to study. It's an important part of their lives. Then, too, as you see the results mirrored in improved eating habits, you also see the reflection in more responsive minds. Healthy pupils actually sparkle.

To help in checking all-important food habits, send today for the latest TEACHING MATERIALS CATALOG. This booklet lists more than thirty free teaching aids for Home Economics, Health and Nutrition Education Classes.

GOOD FOOD • NUTRITION EDUCATION • A HEALTHIER AMERICA

WHEAT FLOUR INSTITUTE
CHICAGO, ILLINOIS

TEACHING AIDS—FREE!

Wheat Flour Institute, Dept. I-9, 309 W. Jackson Blvd., Chicago, Ill.

Without obligation, please send me a free copy of the latest TEACHING MATERIALS CATALOG listing more than thirty free teaching aids, so that I may order exactly what I need for my classes. I am a teacher in: (Please check)

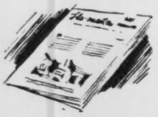
☐ Elementary Grades ☐ Junior High ☐ High School

NAME ____________

SCHOOL ADDRESS ____________

CITY AND ZONE ____________ STATE ____________

DAILY SCHEDULE
Arithmetic:
English:
Reading:
History:



"...the greatest aid to better teaching that I've ever used"
— a typical comment from a teacher

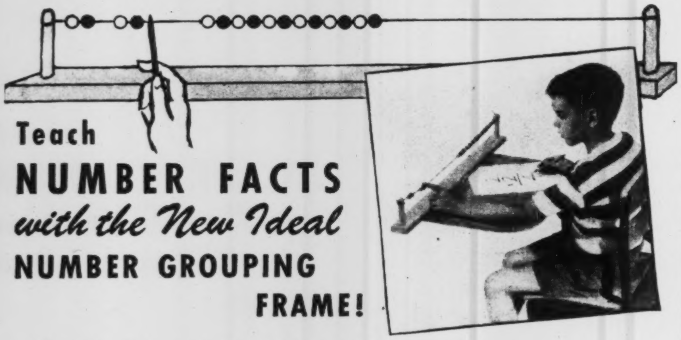
If you want to produce more and better visual aids in one-half the time, get acquainted with a Flo-master and its magic FELT Tip. It writes on *any surface*—blackboard, wood, leather, cloth, paper. Broad lines or thin lines (with 4 sizes of interchangeable felt tips)—heavy or light—the flow of ink valve-controlled with the pressure of your finger. Flo-master inks—in eight colors—are instant-drying, waterproof, smudge-proof. You'll find the Flo-master a welcome relief from the drudgery and mess of working with brushes and paints—mixing, spilling, smearing, cleaning up and storing. Available at stationers or school supply houses.

A FEW OF THE 100 USES OF THE FLO-MASTER IN SCHOOLS

- Flash cards, posters, charts
- Maps, games, decorations
- Marking athletic equipment—overshoes, coat hooks, etc.
- Lining blackboards
- Making calendars, clocks

FREE Flo-master School Bulletin illustrates scores of ways teachers are using the Flo-master in school room instruction and activities. Write for your copy to Cushman & Denison Mfg. Co., Dept. I-4, 153 West 23rd St., New York 11, N.Y.

Flo-master The "Miracle" Pen with the FELT TIP→



Teach
NUMBER FACTS
with the New Ideal
NUMBER GROUPING
FRAME!

Multiplication and division facts of 2's through 5's are learned quickly when children visualize the meaning of these facts with an Ideal Number Grouping Frame. This simple and flexible device

The Ideal Number Grouping Frame may be used individually or for class demonstration. The child writes the answers on a sheet of paper or gives them orally. Recommended for original teaching in grades 3 and 4 and for remedial work in grades 5 through 8.

- enables the child to actually group the beads into groups for multiplication or to divide the beads into groups for division.

MULTIPLICATION—4 threes = 12

DIVISION—6 in all 6 ÷ 2 threes

- challenges the learner to self-help and self-teaching.
- enables the child to discover for himself the meaning of remainders in division.

10 in all 4⟌10 = 2 fours and 2 remaining

- provides for seeing relationship of multiplication and division.

No. 747—Frame 29" long complete with cords, beads and instructions. $\$1^{50}$

Order from Your School Supply Dealer!

IDEAL SCHOOL SUPPLY COMPANY
8322 Birkhoff Avenue, Chicago 20, Illinois

Larry Joins the Rhythm Band

(Continued from page 35)

"This piece is called 'The Class March,'" the leader said.

The band played it in perfect time. George Brown had a part with his drum all by himself.

"Now we are going to try a new piece," Miss Randall said. "It is called 'Songs of the Farm.' I will play it first on the piano. We will need some new sounds for this piece. We are to hear a rooster, a duck, a cow, and many other animals that are on the farm. We shall have to put on our 'thinking caps' and decide how we are to make these animal sounds with our band."

Miss Randall played the piano: "Tra—la—la—la."

"Now, boys, the drums," she called. "And here we need a rooster." Larry forgot that he was not in the band. He forgot he was new at school. He shut his eyes and opened his mouth, and thought of Smally out on the farm. "Ur—ur-ur-ur-UR!" he crowed.

Miss Randall stopped playing. She looked around at Larry. Her eyes were shining. "Why, Larry," she said, "that is fine! Do you know any other animal sounds?"

"Oh, yes, Miss Randall," Larry said happily. "I can do a cow and a lamb, and my cat and dog, and—"

Now the class did a very fine thing. The girls and boys all clapped their hands. They were glad to have Larry in the band.

"Larry, come right up and sit with the band," his teacher said.

George Brown brought a chair for Larry. He put it next to his.

"Next Wednesday you will have a red cap and a black cape, too, Larry," Miss Randall promised.

"He can wear my cap today," George said, taking it off his head and handing it to Larry.

"And he can have my cape," Fred said.

Larry was sure he wouldn't be lonesome again. He sat very straight in his chair waiting for Miss Randall to play "Songs of the Farm." Now he could play "the game" right at school.

Gilbert the Goldfish

(Continued from page 35)

higher than he had ever jumped over sunbeams. Now, he knew exactly how the turtles and the water bugs must have felt when he had teased and chased them.

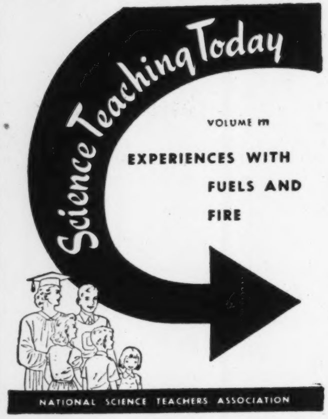
The cat gave a quick thrust and the fish bowl jiggled and slid closer to the edge. It teetered on the outer edge of the window sill. CRASH! Out it fell, into the flower bed below! Gilbert floundered in the mud.

The cat leaped to the ground and looked for the gleaming, flashing streak of gold he had been trying to catch. All he could see was something like a piece of mud bouncing about. The cat crept toward it cautiously. He was ready to pounce when a flying wing tip knocked him into the mud puddle. Just then Butterball scooped up the mud-covered Gilbert.

The little duck landed on the fishpond, thrust his head under the water, and opened his bill.

"I'm going south soon, Gilbert," quacked Butterball. The quack was almost a chuckle as he asked, "Want to come with me?"

"No, thank you, Butterball," said Gilbert, the Goldfish, as he settled comfortably in the soft sand. "I'll stay in Patty Blair's fishpond. There are lots of wonderful things to do right here."


Science Teaching Today
VOLUME III
EXPERIENCES WITH FUELS AND FIRE
NATIONAL SCIENCE TEACHERS ASSOCIATION

Science Teaching Today

THE NATIONAL SCIENCE TEACHERS ASSOCIATION
(A department of NEA)

offers:

- Over 200 experiments, demonstrations, projects
- For primary through junior high school
- Classroom-tested ideas and teaching suggestions
- Utilizing only simple and low-cost materials easily obtainable

Science Teaching Today
by Guy V. Bruce, Professor of Science, State Teachers College, Newark, New Jersey

These books outline student experiments as well as teacher demonstrations. The exercises may be performed with simple equipment, most of which may be found in the school or brought from home. Complete instructions are given.

Vol. I—Experiments with Water	50c
Vol. II—Experiments with Air	50c
Vol. III—Experiences with Fuels and Fire	75c
Vol. IV—Experiences with Heat	75c
Vol. V—Experiences with Magnetism and Electricity	75c
Vol. VI—Experiences with Sound	75c
Vol. VII—Experiences with Light and Color	75c

USE ORDER FORM BELOW FOR SINGLE COPIES OR FOR COMPLETE SET AT SPECIAL DISCOUNT AS FOLLOWS:
Vols. I-VII........$4.00

National Science Teachers Assn.
1201 16th St., N.W.
Washington 6, D.C.

Please send me the books in your Science Teaching Today Series, as described above:
☐ Please bill me September 15.
☐ Remittance enclosed (prepaid orders sent postpaid)
.... Vol. I @ 50c
.... Vol. II @ 50c
.... Vol. III @ 75c
.... Vol. IV @ 75c
.... Vol. V @ 75c
.... Vol. VI @ 75c
.... Vol. VII @ 75c
.... Set Vols. I-VII, $4.00.
NAME ....
ADDRESS ....
POST OFFICE .... ZONE .....
STATE ....

"We're Partners"

(Continued from page 36)

What could he do to earn that much before ten o'clock tomorrow morning? Suddenly he knew! Aunt Fran had been looking for a sitter for the twins that evening. The chances were slim that she had one. Henry groaned but he did not hesitate.

From the other end of the phone Aunt Fran said that she would be glad to have Henry stay with the twins. "Come at seven-thirty, please," she said.

Henry ate a hearty dinner that night. He had an idea that he needed some good, strengthening food. Being a sitter for his twin cousins, Ted and Lloyd, aged not quite four, was a job that took plenty of strength, patience, and endurance. "We'll play rodeo," planned Henry. "Of course it'll be their bedtime but that cuts no ice with those roughnecks. A hearty game of rodeo with one as a bucking bronco and the other his rider ought to wear them down in time."

Henry presented himself at his aunt's home at seven-thirty exactly. Uncle John and Aunt Fran were ready to go.

"Hello and good-by, Henry," said Uncle John on his way to the garage. "Keep a tight rein on those mustangs. Come on, Fran."

"They've had supper and are ready for bed," called Aunt Fran as she hurried after Uncle John.

As Henry closed the door his legs were knocked from under him by two catapulting bodies. Down he went in a tangle of heads, arms, and legs. The twins whooped delightedly. Henry's sitting chore had begun.

He shook off the twins and started the rodeo game, but it backfired. The boys insisted that he be the bronco so they could both ride. After considerable persuasion he got them to ride one at a time, but the one not riding ran along shouting encouragement and vigorously prodding the bronco with a small stick to make him buck. Henry hurriedly promoted a circus with himself as ringmaster and the twins as performing lions.

It was a strenuous evening. The twins had remarkable staying powers. It was nearly eleven o'clock when Ted was overcome by sleep with his head under the davenport where he had been looking for a ball, and Lloyd fell asleep on the dining-room table in the act of reaching for a peach. Thankfully Henry put them in their beds.

He had just straightened out the most obvious disorder when Aunt Fran and Uncle John returned.

As twelve o'clock struck, a very weary but triumphant Henry arrived home with $2.00 in his pocket. "I've got money for two tickets with forty cents over," he thought, "but I sure made it the hard way!"

Promptly at ten o'clock the next morning BB and Henry met on their favorite parade corner. Henry nonchalantly drew from his pocket two tickets marked "General Admission—Rodeo." He showed them to BB and said carelessly, "We'll have to sit in the bleachers. Dough wouldn't stretch to the grandstand."

"Who's 'we'?" asked BB.

"You and me, of course," answered Henry. "What fun would it be for me to sit in the grandstand guzzling peanuts, pop, and hot dogs like a millionaire, without any partner?"

"Well," said BB, "I—I'm obliged." He gulped. "I'll help you in the garden for the rest of the summer."

"A bargain! I get company for the rodeo and help in the garden at one stroke."

Just then a United States flag came into view.

"It's coming," cried the crowd.

It was a fine parade. There were bands, colorful floats, soldiers, Indians in traditional dress, and many beautiful horses with marvelous hand-tooled silver-trimmed saddlery.

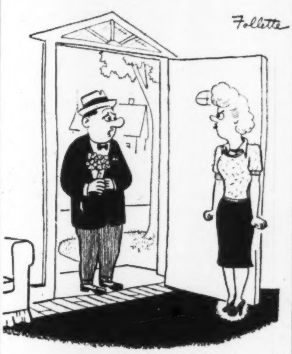
After a while an old covered wagon came by.

"There's Judd driving," cried BB. "Hi, Judd!"

Judd saw them and beckoned. BB clutched Henry and they ran to the wagon.

"Jump up, kids," called Judd, "and I'll ride you to the rodeo grounds."

(Continued on page 83)



"But, Gloria, it's sixteen years since I dipped your braid in that inkwell!"

THE INSTRUCTOR

Here's an Outstanding Value for schools!

RCA VICTOR

Basic Record Library for Elementary Schools on 45 rpm Records
(List Price $99.85)

Both
for special school price
$109.95* PLUS TAX

RCA VICTOR

45 rpm "Victrola" Phonograph, Model 45EY4
(List Price $49.95)

RCA VICTOR Record Library for Elementary Schools consists of 21 albums, 83 records, 370 compositions. Comprehensive teaching notes for each composition. Graded for rhythms, listening, singing and special activities. Nonbreakable, seven-inch records.

RCA VICTOR Automatic Phonograph plays as many as 14 of the 45 rpm records at the flip of a switch. "Golden Throat" tone system. *8-inch electrodynamic speaker.* Variable tone control. Lightweight—only 13½ lbs. Ideal for classroom use.

*Price does not apply outside continental U. S. A.

Tmks. ®

Both for less than cost of Record Library on 78 rpm records alone

Mail Coupon—Today

EDUCATIONAL SERVICES

RCA VICTOR

DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.

ORDER TODAY
This Special Offer Expires December 31, 1952

Hundreds of school systems across the nation have already taken this opportunity to enrich their music programs and, at the same time, modernize their record-playing facilities by this special, low-cost offer. The combination price for the Basic Record Library and the 45 rpm "Victrola" phonograph is in effect for a limited time only.

EDUCATIONAL SERVICES, Dept. 61I
Radio Corporation of America
Camden, N. J.

Please have an RCA Victor dealer call on me. I want to take advantage of your Special "45" Offer for Schools.

Name____________________

School____________________

Street____________________

City____________State____________

2+5+6
7x9=
ă=ăpple
ā=cāke

How to let teachers teach

Despite crowded hours and classrooms, MODERN mimeographing lets you produce your own teaching aids to meet your student requirements . . . produce them in a matter of minutes.

You simply type the stencil—or use the new A. B. Dick Stencil Pencil and a Handwriting Stencil Sheet to prepare your teaching aids anytime, anyplace. Then mimeograph as many sight-saving black-on-white copies as you need and file the stencil for rerun if desired.

Find out for yourself. Mail the coupon below for full details. A. B. Dick mimeograph products are for use with all makes of suitable stencil duplicating products.

A·B·DICK
THE FIRST NAME IN DUPLICATING

A. B. DICK COMPANY, Dept. IR-952-M
5700 Touhy Avenue, Chicago 31, Illinois
Without obligation, please send me full information about—
☐ A. B. Dick Stencil Pencil and Handwriting Stencil Sheets
☐ Other A. B. Dick special products for schools
☐ MODERN mimeographs
Name__________
Position__________
School__________
Address__________
City__________ State__________

NOW READY
EASY STEPS in MANUSCRIPT Writing Series
by Marion E. Lowry
BEGINNER'S BOOK ONE .... $.50
FIRST GRADE PUPIL'S BOOK .... .50
SECOND GRADE PUPIL'S BOOK .... .15
ALPHABET SEAT CHART 2.00
ALPHABET WALL CHARTS (per set)
MEANINGFUL WORKBOOK SERIES
by I. VICTOR BURGER, Ph.D.
OUR 1st NUMBER BOOK .... $.50
OUR 2nd NUMBER BOOK .... .50
1001 REVIEW EXERCISES IN ARITHMETIC by Wm. JANSEN, Ed.D. $.50
SEND FOR FREE CATALOG
NOBLE AND NOBLE, Publishers, Inc.
67 IRVING PLACE • NEW YORK 3, N.Y.

A Day in the Kindergarten

(Continued from page 78)

After the outdoor activity period, the children are usually eager to sit in a semicircle on their rugs in the front of the room while the teacher tells or reads stories and poems to them. This is one of the most enjoyable periods of the day.

Most children like rhythm and music and the playing of rhythmic orchestra instruments. So the session is brought to a happy close with rhythmic orchestra music played by the children. With the teacher at the piano, or by use of phonograph records, and one pupil acting as conductor, three or four selections are played, after which the children depart for home at 11:30 A.M. The brave ones who do not have too far to go show their early independence by walking home. Those who have farther to go and are still a bit timid about going home alone, go by car, or walk, accompanied by their father, mother, or older sister or brother. Thus a happy day in the kindergarten closes.

Only one session a day is recommended for the same group of children, but in case the plan in your school is for the children to return in the afternoon, a similar plan with different activities should be followed. In some schools the enrollment at present is so high that one group needs to come in the morning and a different group in the afternoon. Their programs may be identical.

A First Lesson in Original Composition

(Continued from page 50)

sentences, something like these: I help Mother wash dishes. I help Father paint the fence. Then the sentences were read aloud. They had had previous practice in copying sentences, so they were familiar with the rules of capitalization and punctuation. Through questioning, the children were reminded of the rules before they began to write.

The same procedure was followed with the *When I Help* chart. Each child wrote his own sentence such as: I help Mother every day. I help Father in the summer.

Some children were able to write a third sentence. For those, I had still another exercise in sentence writing. That was in answer to the question, "Do you like to help Mother?" They wrote: I like to help Mother. It is fun to help Father. It is fun to rake the leaves.

With the foregoing vocabulary and language experiences, they had sufficient preparation to put sentences in the form of a paragraph. The girls chose the title "Helping Mother," and the boys chose "Helping Father." Then I wrote these questions on the blackboard: When do you help Mother or Father? What do you do?

The children wrote the answers in sentences, two or three according to their capability. The charts were in view to assist them with the correct spelling. They felt free to ask any question.

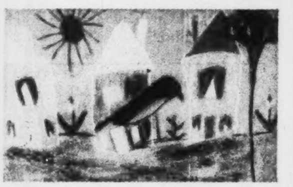
The results were very satisfactory and the children found that writing their own paragraphs was more stimulating than copying others. They read them aloud to the class, and later, they had more enjoyment reading their stories to other classes.

MAKE EXTRA MONEY—Experience unnecessary. Show America's Fastest selling Christmas Card Line to Friends, Relatives, etc 100 Boxes bring you $50 Profit! Samples on approval. Write. LORAIN ART STUDIOS, Dept. DS-30, Vermilion, Ohio.

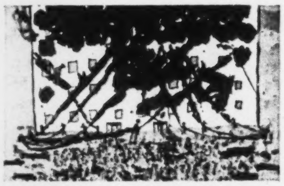
FREE SAMPLES Name Imprinted Christmas Cards and Stationery

Practical New Help for Today's Art Teachers
A suggestion you may find interesting and useful

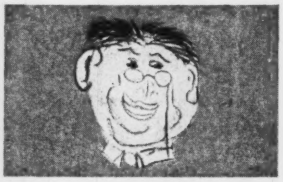
New Book that gives present-day psychological understanding of child's creative art efforts—increases joy of art classes for teacher and class.



1. I SAW A ROBIN *by Helen age 6*



2. I SAW A BIG FIRE *by Bill age 7*



3. MY UNCLE JIM *by Hector age 10*

1 Drawing out of proportion may not be faulty observation but merely depicting greatest interest. **2** Child's ability to express things grows with new experiences that move him. Not necessarily a fire but the zoo, a party or what *to him* is unusual. **3** To trace or copy, stifles but child grows by drawing from his imagination and life around him.

This new book called MIND YOUR CHILD'S ART is written in simple, down-to-earth terms. It shows the importance of even the earliest daubs to "grown-up" approach of adolescence. It is sympathetic to the problems of teachers already carrying a full program and also asked to teach art. And in a way, it serves as a quick, fascinating little refresher course.

The author is Laura Bannon. Her book is the result of first-hand experience gained as Art Supervisor in Public Schools and as Director of Junior Department of the School of the Chicago Art Institute.

If Further Interested—MIND YOUR CHILD'S ART, described above; 64 pages; 7½" x 10"; over 100 illustrations, including 14 full color plates, $2.75. At your bookstore or write the publishers, PELLEGRINI & CUDAHY, 41 East 50th St., New York 22, New York.

Wholesome, delicious WRIGLEY'S SPEARMINT GUM is always a satisfying treat. That lively, long-lasting flavor gives you a refreshing little lift. And the pleasant chewing helps keep teeth bright. *Just try it.*

WRIGLEY'S
SPEARMINT
CHEWING GUM

AG-42

New! FREE CATALOG OF RHYTHM BAND INSTRUMENTS

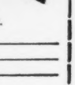
Rhythm Band
CATALOG

Every elementary grade school teacher should have a copy of this new guide to instrumentation for Rhythm Bands. It's new from cover to cover, and packed with illustrations and prices on all the instruments and outfits in the complete line. Mail coupon today . . . Catalog is offered free.

GET THIS BRAND NEW, HELPFUL "HOW-TO-DO-IT" BOOK, TOO

A 50-page "Handbook for Beginning and Advanced Rhythm Bands" . . . has 30 pictures, 25 pages of scores—tells what to do and how to do it. *Only* 50c

MAIL COUPON TODAY! GET CATALOG AND NEW RHYTHM BAND HANDBOOK



PAN-AMERICAN *DIVISION OF C. G. CONN LTD.*
Department 951, Elkhart, Indiana
☐ Send, *free* and without obligation, Rhythm Band Catalog.
☐ Please send *new* "HOW TO DO IT" Handbook. I enclose 50c.
Name__________
Address__________
City__________ Co.__________ State__________
I teach__________grade.

"We're Partners"

(Continued from page 81)

The boys scrambled up to sit proudly by Judd. They were part of the parade! The route was through town, out to the rodeo grounds, around the arena, and then to assigned places outside the fence near the chutes.

"Would you boys like to stay down here?" asked Judd. "You can sit on the fence and see everything close."

"Oh, yes!" gasped the boys.

"I'll show you where to sit. Mind you stay there too!" directed Judd.

One thrilling event followed another, so near the boys that they felt a part of each. They bounced up and down and yelled. Judd won the wild-horse race and after that they were too hoarse even to yell.

When the last event was over, they found Judd to thank him.

"Car's here," said Judd. "I'll ride you in." He left them in front of Henry's house and dashed away.

"It was a grand show," said BB. "I'm obliged to you, Hen."

"No, I'm obliged," declared Henry. "I furnished the tickets but you furnished the uncle!"

"We're partners," said BB. "We share garden, tickets, uncles—whatever comes. See you tomorrow. So long."

The First Two Weeks in Your Special Class

(Continued from page 50)

variety of play equipment. Most of the learning materials are not kept in the children's desks, but are distributed at points around the room.

Your problem is to establish a happy balance between order and confusion. You will have to remember the children's standards. If you expect them to conform to adult ones or perhaps even to those of regular children, they will feel that it is easier not to use the equipment than to have to clean up afterward.

Special-class children like rules. Most of them have fewer internal controls than average children and need some external assistance to help them guide their lives. Simple rules about cleaning up, firmly but thoroughly applied during the first two weeks of school, will do much to make the program run more smoothly.

There is one additional activity for the beginning of school that many special-class teachers overlook. As early as possible in the school year, preferably immediately following the first week of school, special-class teachers should begin to have meetings with the mothers. A group meeting may be better for the first time, but it should be followed by individual conferences shortly afterward.

Contact between the teacher and the parents of slow learners needs to be far greater than that existing between the teacher and the parents of more average children. The mother feels a certain amount of anxiety over her child's being placed in the special class. There probably were no classes for slow learners when she went to school, and she can't quite understand why this placement will actually benefit her child in the long run. Even the parent whose child has been in the special class for several years usually needs constant reassurance. In a group meeting, your most strongly convinced parents can do more to help out the new mothers than you can yourself.

With some parents, you will have difficulty convincing them that they should leave the formal task to you, and concentrate on social and emotional maturity at home. They think their children need more drill, plenty of old-fashioned homework at night, more pounding it into their heads. Many special-class teachers comment that they are constantly being urged by parents to send home additional homework. Therefore your meeting with the parents has a dual purpose. Not only are you reassuring them, building their confidence in their children, but you are also gradually educating them to a point of view.

Your special-class activities will benefit by this special planning at the beginning. By the end of the first two weeks of school, things should be pretty comfortable and you should be really enjoying your group.

Start early to look upon the boys and girls and your own work with pride. Remember that you have special ability to work with these children or you wouldn't be where you are. Remember, too, that each slight accomplishment will give you a joy and satisfaction that many regular teachers have little chance to enjoy.

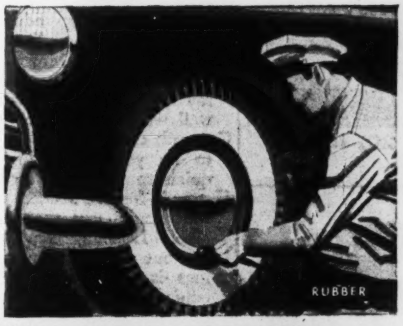
◆ ◆ ◆

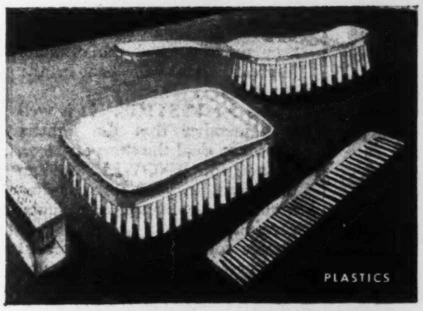
Bruce, aged two-and-a-half years, was staying with Aunt Mimi. It was late in the evening, but he refused to go to bed as planned. He knew his mother was coming for him.

Aunt Mimi said, "What will your mother say when she comes and finds you up so late?"

"Hi, Brucie," came the quick response.

Mildred H. Cole
Portland, Maine





THE TRUE STORY OF COAL

MODERN MARVELS
from coal chemistry!

Today from a lump of coal the chemist produces thousands of the useful products of everyday life. From coal come such modern wonders as healing drugs, synthetic rubber, strong and brilliant plastics, even the sheer nylon stocking. And coal can be many other things too—from the subtle lure in a perfume to the power in a blast of TNT!

All these wonders get their start in the airtight coking ovens that "bake" *bituminous* coal into coke. Each ton of coal baked this way yields enough coke to make almost a ton of steel, and enough fuel gas to cook dinner for 500 families. And, from the same ton of coal, this process simultaneously produces tar, light oil, and sulphate of ammonia. It is from these chemical derivatives of the coking ovens that science fashions so many marvels of modern life.

America's need for coal chemicals is increasing—and coal's traditional use as a fuel is increasing too. In the future, coal will continue to supply most of the nation's heat, light, and power, and coal will continue to be an abundant source of the chemical wonders that make life better for all.

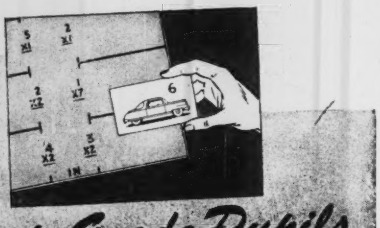
FREE TO TEACHERS

"CLASS REPORT," a new 16-page booklet, illustrated in color, for intermediate grades. May be used as basis of class unit on coal. For specimen copy and list of other free teaching aids, write to: Bituminous Coal Institute, Educational Department, 320 Southern Building, Washington 5, D. C.

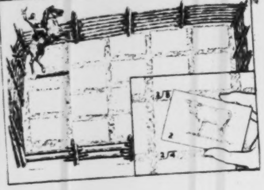
(PLEASE PRINT)

Name____________________
Street____________________
City____________ Zone____ State________
Position____________________

BITUMINOUS COAL
BITUMINOUS COAL INSTITUTE
A Department of National Coal Association
Washington, D. C.



Remedial ARITHMETIC DEVICES for Intermediate Grade Pupils



These Ideal devices are especially needed in the Fall term for pupils who during summer vacation have forgotten multiplication and division facts. Also recommended for original teaching in grades 4, 5 and 6.

PARKING LOT GAME

Each space in the parking lot has a *multiplication* combination. Pupils are given automobile cards bearing products of these multiplication facts. They park cars in correct spaces by matching product combination. Self-checking feature on reverse side of cars. **No. 232** with 5 parking lots and 100 cars **$1.50.**

ROUND-UP GAME

Each space in the corral has a *division* combination. Cards with pictures of calves bear division quotients. Object of game is to "round up" calves by matching numbers on calf cards with division combinations in the spaces in corral. Self-checking feature on reverse side of calves. **No. 233** with 5 corrals and 190 calf cards **$1.50.**

Order from Your School Supply Dealer!

IDEAL **SCHOOL SUPPLY COMPANY**
8322 Birkhoff Avenue, Chicago 20, Illinois

CHILDREN LOVE THIS NEW EASY WAY TO MUSIC

Here's an easier, better, happier way to teach Music to grade students—a method scientifically developed and tested for years in classrooms throughout America. Teaches rhythm, sight reading, pitch perception, solfeggio through "Beat Response."

Get EASY Teaching Information Folder FREE!

Create New Interest in Your Grade School Music Classes . . . organize and direct Song Flute Classes. The famous "Beat Response Method" will guide you on the *fun route* to success in classroom music. Results will win you the praise and respect of pupils, their parents, and your school officials. Mail this coupon, or a postal . . . get *free* folder NOW.

PAN-AMERICAN *DIVISION OF C. G. CONN LTD., Elkhart, Indiana*

PAN-AMERICAN BAND INSTRUMENTS, Dept. 951, Elkhart, Indiana
Please send my free copy of the EASY Teaching Information Song Flute folder. This places me under no obligation.
Name__________
Address__________
City__________ Co.__________ State__________
I teach__________ grade.

SEND FOR
FREE
FOLDER

America's Best Source of Supplies for Vocational Education and Crafts Classes

Larson Leathercraft

COMPLETE STOCK
Everything from Beginners' Kits of READY CUT projects, to supplies and leathers for advanced hobbyists.

HIGHEST QUALITY
All materials, moderately-priced tooling leathers, calfskin, etc., top quality.

PROMPT SHIPMENT
Our established policy is to ship orders the same day we receive them.

Write today for FREE CATALOG

J. C. LARSON COMPANY
820 S. Tripp Ave., Dept.2215, Chicago 24, Ill.

NEW!

Master PORTABLE **SPIRIT DUPLICATOR**

32⁵⁰ Complete with Supplies

For clear, sharp copies of anything you can type, write or draw on a paper master. Up to 8½"x11" size, as many as 5 colors at once. So SIMPLE anyone can operate it.
NO STENCILS – NO GELATIN
Ask your office or school supply dealer or write

Master Addresser Co.
6500-1 West Lake Street • Minneapolis 16, Minn.

A B C's for Teachers

JOHN T. MOCKETT

A stands for ATTENTION—a good thing to get and keep.

B stands for BUDGET. Time for everything and everything in its time is a keen spur to progressive activity.

C stands for COMFORT. A comfortable, attractive classroom can help to keep a teacher popular, and add tremendously to her own satisfaction in her job.

D stands for DISTRACTIONS. Mannerisms that distract can overshadow your best intentions. Traits like biting nails, twiddling thumbs, pulling an ear or nose, tapping a foot, pacing the floor, or flipping a piece of chalk, are often remembered long after every line of the lesson is forgotten.

E stands for ENTHUSIASM—a contagious quality that spreads easily and helps to keep children interested. Of course, you won't enthuse all the time!

F stands for FALLIBILITY. If you are wrong, admitting it frankly is the most likely way to hold respect. Many teachers don't believe this. All we can say is: Try it and see. It is well worth the effort.

G stands for GENUINE. It pays to be yourself. Children are quick to recognize pretense.

H stands for HUMOR. It is said that laughter is the best medicine. Learning how to joke without hurting anyone's feelings is a worth-while part of education. Laugh *with* your pupils; not *at* them.

I stands for INTERESTS. Varied interests are important as long as they move toward the ultimate interests that will benefit the student.

J stands for JUSTICE. It is well to remember that the lightest stick may deal the sharpest blow.

K stands for KNOWLEDGE—an ingredient in your working formula that deserves to be weighed carefully.

L stands for LEVEL. A student can best understand the lesson that is taught on his own level.

M stands for MAGAZINES. Magazines published for the profession are important aids to better methods.

N stands for NAMES. A pupil expects the teacher to know his name.

O stands for ORGANIZATIONS. Professional organizations that are well supported can lead the way to higher standards.

P stands for POSTURE. It is just as important for a teacher to practice good posture habits as it is to teach them.

Q stands for QUALITY—a condition of work more to be desired than quantity.

R stands for REACTION—an important testing factor.

S stands for SARCASM—the most destructive acid you can meddle with.

T stands for TEMPER—a valuable element no one can afford to lose.

(Continued on page 86)

TIMELY TEACHING UNITS for RAYON STUDIES

For Grades 1 to 3

"THE CLOTHES I WEAR"—Introduces your pupils to RAYON and its many uses.

For Grades 4 to 8

"MAN-MADE MIRACLE" — Presents, in popular cartoon form, the history and growth of RAYON.

For Science Classes

"SCIENCE CREATES A MODERN INDUSTRY" — Stresses the role of science and research in the field of man-made fibers.

Please send material checked below:

☐ (TA)—Teacher's unit for Grades 1 to 3
___ (SA)—Student's leaflets @ 1¢ each.

☐ (TB)—Teacher's unit for Grades 4 to 8
___ (SB)—Student's leaflets @ 1¢ each.

☐ (TD)—Teacher's unit for Science Classes
___ (SD)—Student's leaflets @ 1¢ each.

Name__________
Name of School__________
School Address__________
City__________ State__________

AMERICAN VISCOSE CORPORATION *Avisco*
World's largest producer of man-made fibers
Box 864, G.P.O. New York 1, N.Y.
Dept. IN 9-52

Boris the Bull

(Continued from page 39)

"But with all these people shouting at me, and the man hitting me, it's difficult."

When Boris finally reached the front door he found it open. Then he trotted back to the farm, very much pleased with himself.

"What happened, Boris?" asked one of the cows, as he walked across the pasture.

"Why, I showed them once and for all that a bull is not awkward in a china shop. I walked right through the store and didn't break a thing, not even a cup. But, you should have seen all the china the PEOPLE broke."

Jerry Jackson, Badminton Player

(Continued from page 39)

a low one which skimmed the net and somehow landed at Bud's feet.

"Hurray!" thought Jerry. "Now I've scored a point. At least I won't be whitewashed." He served a high one. It was too high and too hard, and the bird sailed right past the back line.

Jerry hated himself for losing that serve. Waiting for Bud's serve, the camp champion stood poised like a panther ready to charge. He swung hard and missed. The racket slid out of his hand and hit a steel post. Jerry found the strings were broken, and the wooden frame!

"Here, Jerry, use mine," cried Bill.

Jerry murmured thanks as he took Bill's racket. It was an ordinary racket and the strings looked frayed. Besides, the shaft was wooden, and Jerry was used to playing with a steel shaft.

Bud served to Jerry from the left side of his court. Jerry returned it low, to the right. With tremendous effort, Bud managed to return the shuttle. Now they were into a real rally! The shuttle went back and forth, back and forth! But the skirmish had to end, and it was Jerry who missed!

The score was 4 to 1. Then 5 to 1. Now, 6 to 1!

Jerry stood ready to receive the serve. He executed a clever cross-net shot. Bud was caught flat-footed and lost.

Jerry's luck changed. He streaked after every bird. In his mind he seemed to hear the coach shouting, "Fight, Jerry, fight! Try as hard as you can! Get every shuttle back over the net!" Jerry made his second point, and his third. Then he lost the serve.

Jerry fought hard. The score was now 6 to 3 in favor of Bud. In boys' singles, the winner needs only eleven points. And Bud scored five more points right in a row!

Jerry felt terrible but he ran to Bud's side, and they shook hands.

"Will you play one more game?" asked Bud. "Maybe you'll have better luck on the opposite side."

"Sure," Jerry answered.

"Tell me," said Bud, "are you used to playing with different badminton equipment than we use here? You looked as if you were puzzled about something. Maybe it's that borrowed racket."

"Oh, no," Jerry answered smilingly, "this racket didn't lose the game for me. I just wasn't good enough."

"Well, I feel that something seems strange to you. You couldn't be so good at camp and then lose to me! Do we use the same kind of shuttlecock?"

"Not exactly," Jerry replied. "We used cork birds at camp. I have one in my box. Would you like to try it?"

"Oh, yes," said Bud. "But wait till after the cake tournament."

"No! No!" cried Bill and Sue and all their guests. "Let's see more singles."

So Jerry batted the cork bird to Bud, who took a deep swing and missed! Bud laughed. With a careful underhand shot he returned the bird to Jerry who stepped into the path of the bird's flight. With precision Jerry delivered a beautiful net shot; the shuttle barely dribbled over the white tape topping the net. Everybody whistled and clapped.

"Let's begin!" called Bud. "But I know what's coming."

This time Jerry knew better than to try giving away points. He returned Bud's serve to the far backhand corner. Bud missed.

The situation had now changed toward Jerry's favor. Whenever he served, he won a point. Finally his points added up to 7 and Bud's score was 0. Jerry knew he ought not to whitewash his opponent, so he deliberately missed a few shots.

When Bud tried to serve, however, he served short, or into the net. Jerry won the second game 11 to 0. Immediately the crowd chanted, "Play it off! Find the winner!"

"No, indeed," said Jerry, "this was just for fun. We each won a game and we're happy."

"I'm too tired, anyway," protested the smiling Bud. "We ought to give the cake to Jerry. He wasn't used to our kind of shuttle, but he never said a word!"

"No cake for me," Jerry laughed. "I'm part of the family here. On with the cake tournament!"

◆◆◆

My fourth-grade pupils were working on a radio-quiz program to give in the assembly. Each one wanted to try out for the part of radio announcer.

After Joe had his turn at the microphone he said, "If I talked closer into it, would my voice have a better residence?"

Grace C. Nash
Winnetka, Illinois

SPECIAL "GET ACQUAINTED" OFFER

for these NEW 20th CENTURY Teaching Materials

So that you may get acquainted with these new materials, we are making this special offer.* For $1.00, we will send you, postpaid, any set of The Magic Teacher PUZZLE-PLANS which you select from the list below, plus a copy of the new BUILD-A-BOOK for READING, described at the right, below.

The Magic Teacher PUZZLE-PLANS

For READING, PHONICS, and ARITHMETIC In KINDERGARTEN and PRIMARY GRADES

The Magic Teacher PUZZLE-PLANS provide a new and highly successful means for teaching in the primary grades. These PUZZLE-PLANS are based upon the sound educational principles which you have tested and proved correct in your teaching. Then they have been combined with the attractiveness and fascination which children always find in a puzzle.

Each Reading or Arithmetic set consists of a number of cards, each of which is die-cut with jigsaw patterns into two parts. For example, a Reading set consists of 20 cards, each 2 in. by 5 in. and each having a printed word in large type on the right-hand colored part, with the object corresponding to the word on the left-hand white part. (See illustration at left.) The Arithmetic sets have the number combination on the upper portion of a card which is die-cut with different patterns into two parts. The answer to the problem is on the lower or matching part. A similar technique has been applied to the Phonics sets.

The child breaks the cards apart and then re-assembles them by matching the patterned pieces, thereby matching the correct words and pictures or problems and answers. It is impossible to match the cards incorrectly, and by repetition of this game, the child learns while he plays.

Thus The Magic Teacher PUZZLE-PLANS furnish, for the first time, the one teaching step which has always been missing in all teaching devices: With The Magic Teacher PUZZLE-PLANS, the child does not have to know, in advance, the word which fits the picture or the answer to the problem. The PUZZLE-PLANS furnish this word or answer by a simple but fool-proof and self-correcting device. He has to match each word correctly with the picture, or each answer correctly with the problem. By repetition of this game, he learns the words and answers.

Regular Class Price 75¢ Per Set Postage extra

The Magic Teacher PUZZLE-PLANS give the perfect answer to the problem of teaching beginning students to read, to learn number concepts, to add and subtract, and to recognize the different letter and word sounds. The Puzzles are self-administering, technically simple, and easily handled by the pupils.

These are the PUZZLE-PLAN Sets available:

Set R1—Reading—vocabulary of 20 nouns
Set R2—Reading—vocabulary of 20 nouns
Set R3—Reading—vocabulary of 20 nouns
Set RVI—Reading—vocabulary of 24 verbs
Set NA1—Addition—first 21 combinations
Set NA2—Addition—second 24 combinations
Set A3—Addition—zero comb. sums 11-18
Set NS1—Subtraction—first 23 combinations
Set NS2—Subtraction—second 22 combinations
Set M1—Multiplication—1's to 6's, inclusive
Set NRC—Number Concepts—1-12, inclusive
Set P1—Phonics—long and short vowels
Set P2—Phonics—beginning consonants
Set P3—Phonics—consonants, digr., diph.

***Special "Get Acquainted" Offer**

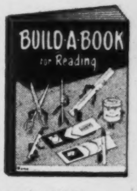
Send only one dollar ($1.00) with the coupon at the right to receive postpaid one set of PUZZLE-PLANS and one copy of BUILD-A-BOOK for READING. As shown here, this is a 30% discount from regular prices. Only one set of PUZZLE-PLANS and one copy of BUILD-A-BOOK may be purchased at this special offer price. The coupon and $1.00 must be sent together to us. Plainly print your name and address, and the PUZZLE-PLAN set desired.

Regular Price

1 set PUZZLE-PLANS	$ .75
1 copy BUILD-A-BOOK	.40
Postage (average)	.25
Total	$1.40

BENTON REVIEW PUBLISHING CO., Inc.
PUBLISHERS OF 20TH CENTURY WORKBOOKS
FOWLER, INDIANA

BUILD-A-BOOK



FOR READING

This new BUILD-A-BOOK for Reading incorporates in book form the technique found in The Magic Teacher Puzzle-Plans and in the 20th Century seatwork books for Reading. Its purpose is to teach a basic vocabulary of 72 nouns, and to furnish various forms of constructive activities for beginning pupils. The page size is 8 in. by 11 in.

The book is in two parts. Part I consists of 32 pages bound in a cover. Part II consists of 24 pages without a cover and is inserted in Part I.

The pages of Part I carry pictures illustrating 72 nouns from Primer vocabulary. Each picture is set in a different pattern which has to be matched by the word set in a similar matching pattern. These matching words are found in Part II. The child cuts them out and pastes them in the correct places in Part I.

The BUILD-A-BOOK for Reading provides psychologically correct assistance for the pupil in learning a vocabulary. In addition, it promotes: (1) manual dexterity; (2) ability to distinguish size, shape and form; (3) ability to follow directions; (4) neatness and precision; (5) the satisfaction of accomplishment—the completion of an individual piece of work. These features combine to make this one of the most attractive new learning aids for the pupil.

Regular Class Price 40¢ Per Copy Postage extra

Clip this coupon for Special Offer

BENTON REVIEW PUBLISHING CO., INC.
Fowler, Indiana

Please send me postpaid the set of **Puzzle-Plans** which I have listed below, and one copy of **Build-A-Book for Reading.** I am enclosing $1.00 in payment.

Name ....
Address ....
City .... State ....
Puzzle-Plan Set Number ....

For that INDIAN UNIT

we have assembled in one package ten most effective teaching helps we have found in fifteen years supply business.

56 full page, 8x10, pictures of Indian life to be colored by pupils. Authentic, interesting, descriptive material makes each full page a day's lesson. Tops for teaching, tops for illustration, fine for exhibit.

Also 24 Indian dance figures and 21 Kachina dolls to be colored and mounted. And a 24 page manual, How to Plan an Indian Unit. Also, a book of thirteen Indian Action Songs with music. Check them over.

EUKABI BOOKS

Pueblo Indians	$.50
Navaho Indians	.50
Hopi and Zuni Indians	.50
Indians of the Plains	.50
Apache Indians	.50
Famous Chiefs	.50
21 Kachina Dolls	.50
24 American Indian Dances	.50
How to Plan an Indian Unit	.50
Indian Action Songs—Densmore	.60

Send us your check for **$5.00** and the entire list will be mailed, postage paid to your address. Ask for **free price list**, Indian, Mexican, Eskimo, Pacific Island handicrafts.

NATIVE AMERICAN ARTS and CRAFTS,
George R. Momyer, 1018 Pacific Avenue,
San Bernardino, Calif.

$50 IS YOURS

EXTRA EXTRA EASY MONEY!
FREE IMPRINT SAMPLES!

FOR SELLING LOVELY JEWEL CHRISTMAS CARDS

to your friends and fellow workers. 21 for $1 and 50 for $1.25 with name on. Other money makers. Selling plan and samples on approval. Costs nothing to try.

JEWEL CARD CO.
366 Plane St., Dept. 13, Newark, N. J.

High School Course at Home

Many Finish in 2 Years

Go as rapidly as your time and abilities permit. Equivalent to resident school work—prepares for entrance to college. Standard H.S. texts supplied. Diploma awarded. Credit for H. S. subjects already completed. *Single subjects if desired.* Free Bulletin on request.
American School, Dept. H623, Drexel at 58th, Chicago 37

LOANS TO TEACHERS $50 TO $500.00

Borrow by Mail

ON YOUR SIGNATURE ONLY!

If you need cash now $50-$500 for fall and winter expenses - buy clothing or for any purpose, you can get it on your own signature. Fast confidential service - no co-signers required - no inquiries made of friends or co-workers. No payments during payless summer months.

AMERICAN LOAN PLAN Dept. I-9
SUPERVISED BY THE STATE OF NEBRASKA
219 City National Bank Bldg., Omaha 2, Nebr.

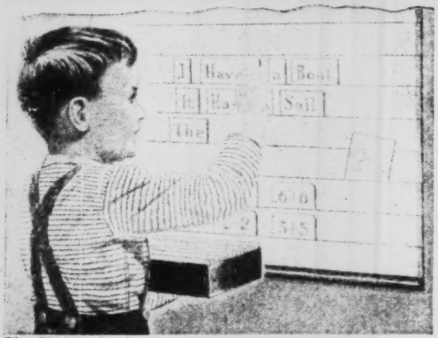
NAME ....
ADDRESS ....
CITY .... STATE ....

THE PLYMOUTH WALL CHART

Only $4.50 (Postpaid)

The organization of the words into unit-groups naturally belonging together, is in harmony with modern teaching methods. The learning of a word, not as a detached memorization, but in meaningful concrete situations in association with other relevant words, gives the child a more comprehensive grasp of the meaning.

The vocabulary is based on a careful collation of the best primary-word lists available, and on practical classroom work by a number of experienced teachers.



The Plymouth Chart is on heavy paper 36" x 35" mounted on wood at top and bottom. Constructed for long life. Heavy cards are easily made removable from grooves and blend with chart. It displays phonic exercises, primary reading, poems, arithmetic, etc.

PHONIC SET to build words .... **200 cards C710** **$1.50**
PRIMER SET easy words for use with beginners, 200 cards C711 .... **$1.50**

All orders must be accompanied by check, money order or postal note.

★

Pupils Easily Teach Themselves to Read with This Material!

SELF-TEACHING VOCABULARY UNITS

GRADE LEVEL I-C—I-B VOCABULARY SEAT WORK FOR SLOW PUPILS

In this piece of seat work, the pupil is given only five words at a time for word-and-picture matching, and he must match each one not once but ten times. Thirty words are included.

Easy Vocabulary. Six different lay-sheets, including dictionaries, and word-cards for cutting up.

R982..60c..3 sets for $1.48

SELF-HELP SEAT WORK IN READING FOR BEGINNERS
R1003
R982

These remarkable pieces of seat work, developed in the Chicago schools, enable the pupil to begin teaching himself to read, in the study period time, quite independently of the class teaching he receives.

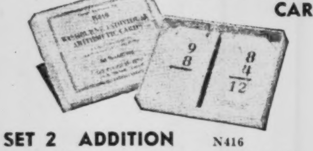
SIX NEW SIX-PUPIL SETS

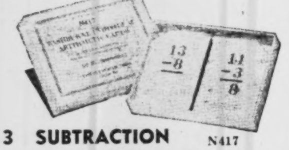
By Isabelle Long
Edited by James E. McDade

Each set has six lay-sheets, each with 14 words, and pictures, centering about a single topic, six dictionary cards, and six word-cards for cutting, with six envelopes for cut-up words, or 84 words per set. 504 basic vocabulary words in all. Each unit weighs 7 oz.

R1001	84	nouns	60c—3 for $1.48
R1002	70	nouns and plural forms	60c—3 for $1.48
R1003	84	verbs	60c—3 for $1.48
R1004	84	nouns	60c—3 for $1.48
R1005	84	nouns	60c—3 for $1.48
R1006	85	verbs	60c—3 for $1.48

INDIVIDUAL ARITHMETIC CARDS





SET 2 ADDITION N416

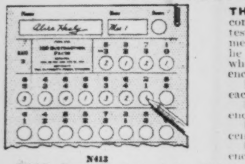
For learning addition combinations. Consists of 100 cards, each giving one of the basic combinations on one side, combination with answer on reverse. In box.

SET 3 SUBTRACTION N417

For learning subtraction facts. Consists of 100 cards, each giving one of the basic 100 units of subtraction on one side and same unit, with answer, on the reverse.

45c PER BOX IN DOZEN LOTS — 55c PER BOX IN INDIVIDUAL UNITS

INVENTORY TESTS OF THE NUMBER FACTS



N413

THE INVENTORY TESTS do two things: (1) They easily reveal the combinations the pupil does not know, or knows imperfectly (diagnostic test); and (2) they make it possible to put in his hands an effective means of mastering promptly by himself just the combinations on which he fails (remedial work). When he finds that he need not study the whole 390 combinations, but only a few on which he failed, he feels encouraged.

B104. Inventory test of the 100 addition facts separately, 10 cents each, 85c a dozen. Weight 6 oz. (Order at least one key.)

B104K. Key for the preceding, with automatic remedial index references, 10 cents each, three for 25 cents. Weight 1 oz.

B108. Inventory test of the 100 subtraction facts separately, 10 cents each, 85c a dozen. Weight 6 oz. (Order, also, at least one key.)

B108K. Key for the preceding, with automatic remedial index references, 10 cents each, three for 25 cents. Weight 1 oz.

B112. Inventory test of the 100 multiplication facts separately, 10 cents each, 85 cents a dozen. Weight 6 oz. (Order, also, at least one key.)

B112K. Key for the preceding, with automatic remedial index references, 10 cents each, three for 25 cents. Weight 1 oz.

B123. Inventory test of the 90 division facts separately, 10 cents each, 85c a dozen. Weight 6 oz. (Order, also, at least one key.)

B123K. Key for the preceding, with automatic remedial index references, 10 cents each, three for 25 cents. Weight 1 oz.

A manual on the diagnostic use of the inventory tests is included with each purchase of any of the above units.

85c PER DOZEN — MINIMUM ORDER 4 DOZEN OF ANY COMBINATION

[**TO PARENT-TEACHER ASSOCIATIONS:** Often teachers recommend our materials for P.T.A. purchase. We will gladly ship to and bill any P.T.A. organization, and such orders will receive special attention.]

THE PLYMOUTH PRESS 2921 West 63rd St.
Chicago 29, Ill.

A B C's for Teachers

(Continued from page 84)

U stands for UNDERSTANDING—the quality that teacher and pupil look for in each other.

V stands for VOICE. Talking loud is a weak substitute for poor classroom discipline. Talking too low, too rapidly, or too slowly, is hard on the pupils. A pleasing, forceful voice is an important part of the teacher's classroom personality.

W stands for WORDS—valuable tools when used accurately, dangerous ones if carelessly used.

X stands for the INCALCULABLE FACTOR. It shows up every day and drives away monotony.

Y stands for YESTERDAYS. They produce a crop of memories that often help to shape the patterns for tomorrow.

Z stands for ZEALOUS—the last word in our alphabet and a good one to go with your name.

What Would You Have Done?

IDA MILLS WILHELM

One year when I was teaching the first grade in our public school, a little boy named Ray James took the apple from Johnnie Miller's desk, on the way out at recess. It was just another apple to Ray, but to Johnnie, who seldom had fruit of any kind, its loss was a minor tragedy! He cried as he told me what had happened.

The task of tracing the culprit was not difficult, but the apple had been eaten.

"You must bring Johnnie a nice apple in the morning when you come to school," I said to Ray, "because you ate his and he does not have apples every day as you do. You won't forget it, will you, Ray?"

Ray shook his head emphatically, and the boys ran out on the playground to join their playmates.

When Ray returned to school at noon, his big sister, Nadine, came with him. She was bristling with resentment.

"Ray did not take Johnnie Miller's apple, nor anyone's. He doesn't have to. Mother keeps them all the time. You didn't take it, did you, Ray?" she demanded of her little brother.

"No," said the boy, shaking his head, but refusing to meet my eyes.

What would you have done?

We stood talking for a few minutes. I asked Nadine about school and her studies at Junior College. Ray stood by in unhappy silence.

As they turned to go, I asked the little boy, "Where were you, Ray, when you ate Johnnie's apple?"

Without a moment's hesitation, he answered, "Out there by the teeters."

Needless to add, the next morning when he entered the schoolroom Ray placed a big red apple on Johnnie's desk.

Adventure for BUSY HANDS

Lincoln Logs

The Original Log Construction Set for Boys and Girls 5 to 12

Teaches them pioneer history the exciting way! Stimulates their imagination! Trains in coordination. Sets consist of realistic logs, supplies and complete book of instructions for building Log Cabins, Forts, Block Houses and innumerable structures such as fences, wagons and bridges. Used and endorsed for over 25 years in American homes.

The True Story of the LOG CABIN

FREE BOOK ON LOG CABINS

Delight your children with this FREE beautifully illustrated 2-color book on Log Cabins and Early American Forts. WRITE FOR IT TODAY!

LINCOLN LOGS
(Div. of Playskool Mfg. Co.)
1738 N. Lawndale, Chicago 47

AMERICA'S NATIONAL TOY

Creative Play

No. 610
Block Set

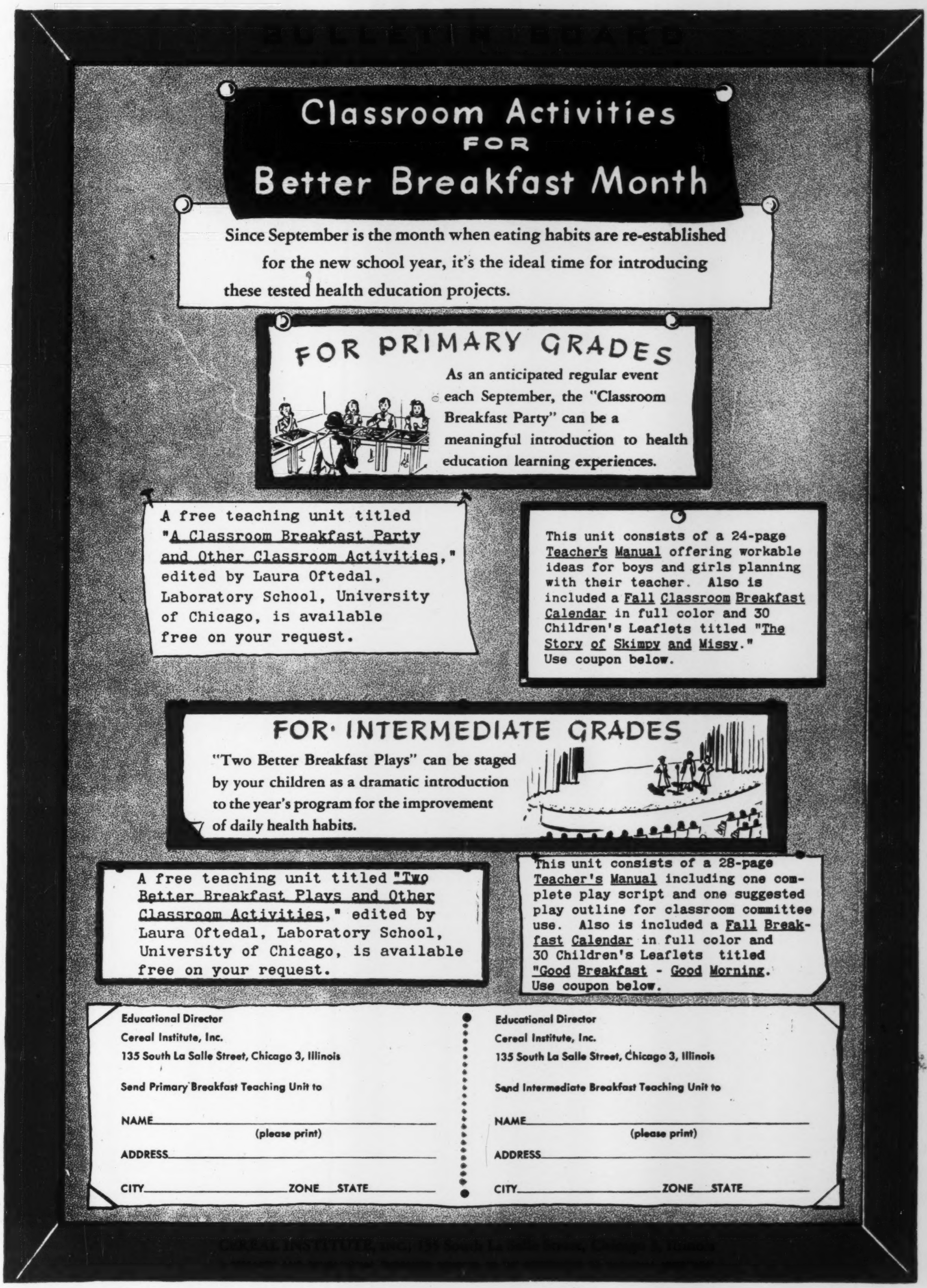
WITH PLAYSKOOL Building Blocks

Smooth, unpainted, uniformly cut in matching units—these blocks have won enthusiastic approval everywhere from leaders in child education. Now recognized as one of the finest tools available for child play. Amazingly flexible, they grow in possibilities as your child grows. For ages—*18 months to 2½ years*—they are carried, piled, stacked, dumped and balanced. *2-3 years*—children, through self-discovery, begin to build bridges and enclose structures. *3-5 years*—the child's scope for block building expands widely, more complicated structures and patterns are created. The outside world is created from the child's own imagination. *5 to 9 years*—building blocks aid the dramatic urge—provide a variety of backgrounds for plays. Available at leading dealers everywhere.

Send for FREE Catalog

showing complete line of PLAYSKOOL Kindergarten Blocks. Also contains valuable information by child psychologists on the proper use of blocks.

PLAYSKOOL MANUFACTURING CO.
1758 NORTH LAWNDALE AVE., CHICAGO 47, ILL.



Classroom Activities
FOR
Better Breakfast Month

Since September is the month when eating habits are re-established for the new school year, it's the ideal time for introducing these tested health education projects.

FOR PRIMARY GRADES

As an anticipated regular event each September, the "Classroom Breakfast Party" can be a meaningful introduction to health education learning experiences.

A free teaching unit titled "A Classroom Breakfast Party and Other Classroom Activities," edited by Laura Oftedal, Laboratory School, University of Chicago, is available free on your request.

This unit consists of a 24-page Teacher's Manual offering workable ideas for boys and girls planning with their teacher. Also is included a Fall Classroom Breakfast Calendar in full color and 30 Children's Leaflets titled "The Story of Skimpy and Missy." Use coupon below.

FOR INTERMEDIATE GRADES

"Two Better Breakfast Plays" can be staged by your children as a dramatic introduction to the year's program for the improvement of daily health habits.

A free teaching unit titled "Two Better Breakfast Plays and Other Classroom Activities," edited by Laura Oftedal, Laboratory School, University of Chicago, is available free on your request.

This unit consists of a 28-page Teacher's Manual including one complete play script and one suggested play outline for classroom committee use. Also is included a Fall Breakfast Calendar in full color and 30 Children's Leaflets titled "Good Breakfast - Good Morning. Use coupon below.

Educational Director
Cereal Institute, Inc.
135 South La Salle Street, Chicago 3, Illinois

Send Primary Breakfast Teaching Unit to

NAME________________________________
(please print)
ADDRESS________________________________
CITY____________________ZONE____STATE____________

Educational Director
Cereal Institute, Inc.
135 South La Salle Street, Chicago 3, Illinois

Send Intermediate Breakfast Teaching Unit to

NAME________________________________
(please print)
ADDRESS________________________________
CITY____________________ZONE____STATE____________

CEREAL INSTITUTE, INC., 135 South La Salle Street, Chicago 3, Illinois

[illegible]

How Bicycles

The Story Behind Things We See Every Day

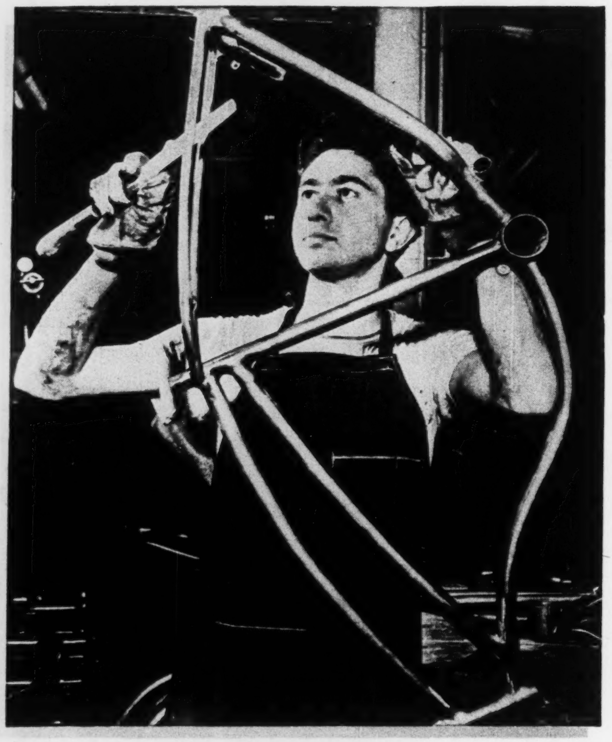
1

THE frame of a bicycle is as important as the foundation of a house. To make bicycles light and strong, the frames are made of hollow steel tubing. Here is tubing ready to be used.

3

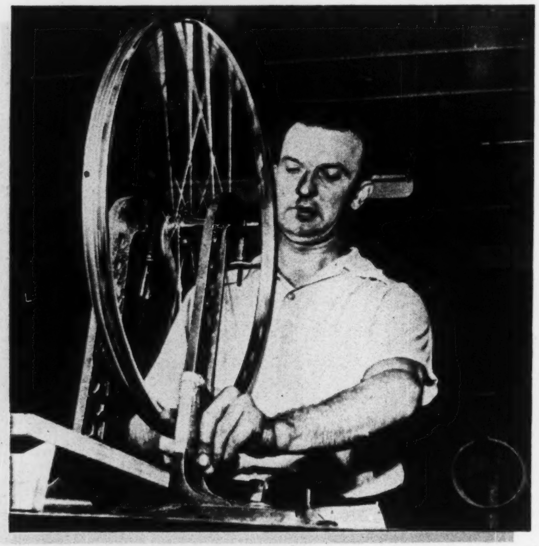
ONE slender spoke isn't very strong but many of them make a durable wheel. First the spokes are carefully placed in the hub. Then they are threaded to the rim. How many spokes are in one of your bicycle wheels?

2



QUALITY demands careful workmanship. Before the frame is passed along, it is inspected and tested. If the frame is at all crooked, the worker aligns or straightens it. Longer life for tires is the result.

4

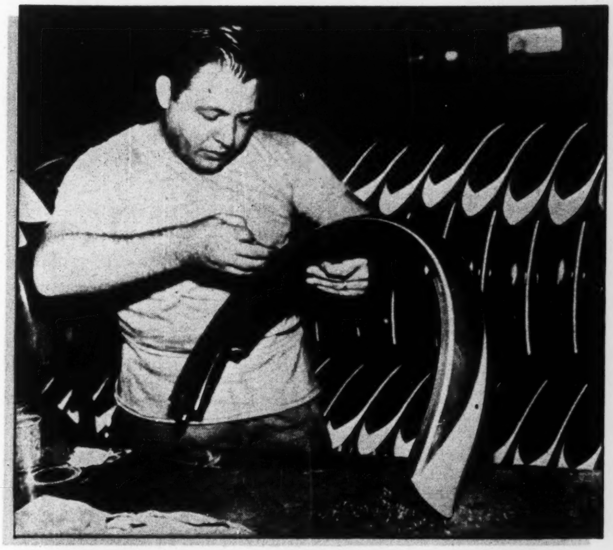


HAVE you ever noticed a bicycle wheel wobble? A new wheel is thoroughly tested before it reaches the assembly line. If there is a wobble, the tension of the spokes is corrected.

Are Made

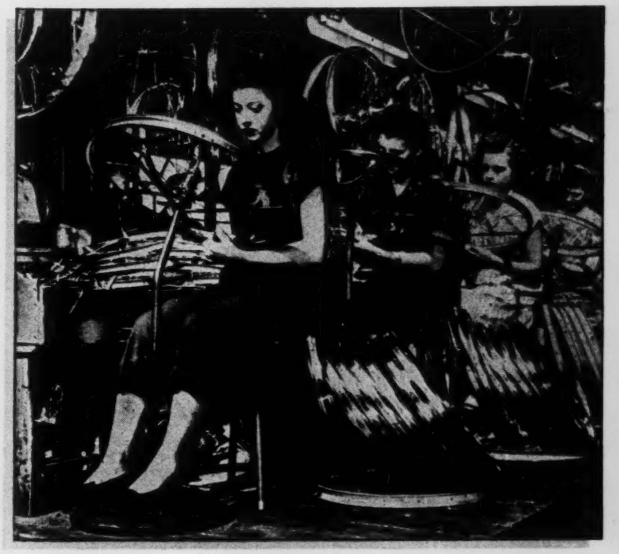
Except as noted, photos on these pages are from the Bicycle Information Bureau.

5



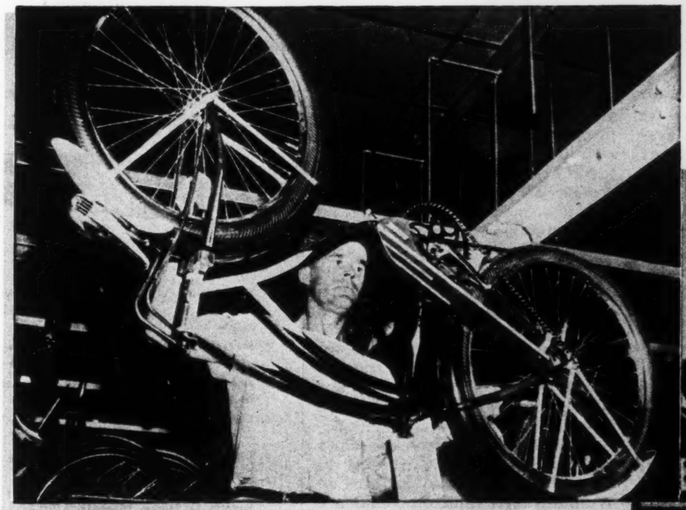
A STEADY hand paints stripes on the fenders. This is more satisfactory than doing it by machine. So you see the bicycle which you have is not exactly like everyone else's. It has a personality of its own.

6



AFTER each bicycle part has been carefully inspected, it is placed on the assembly line and routed to other workers, who put the parts together. Each person on the assembly line has his own special job to do.

7



THIS bicycle is near the end of the assembly line, at the point where the pedal crank is added. Ball bearings (balls of metal) are used to lessen the wear of the pedal crank where it revolves in the frame.

Harold M. Lambert

8

A BICYCLE and a pair of sturdy legs will take you many miles. Riding a bicycle on a nice day is not only a pleasure but provides good exercise for both children and grownups.

NEW!
A Scholastic Classroom magazine for Grades 4 and 5

J-A-C
Looks Into the Crystal Ball

J•A•C
(Junior American Citizen)
For Alert, Interested Pupils

J•A•C, Scholastic Magazines' new classroom magazine, provides entertaining, colorful, imaginative material for reading, natural history, citizenship, geography—designed by experts for the interest and comprehension level of fourth and fifth graders.

Contents Include:

RECENT NEWS—National and world news in brief, simple, easy-to-grasp form.

SHORT STORIES—One in each issue, selected for appeal to young readers.

ALSO: U. S. folklore stories, stories of great Americans, simple exercises in grammar, punctuation and spelling, easy crossword puzzles, hobbies, etc.

Published weekly during the school year. Subscription: 40c per pupil per semester; 80c per school year.

MAIL COUPON FOR FREE SAMPLE

Scholastic Magazines
351 Fourth Ave., New York 10, N. Y.

Please send a free sample copy of J•A•C, Teacher Edition (Used in Grades 4 and 5).

Name ....
School .... Grade ....
City .... Zone ... State ....
INS9

An Informal Room Tea for Mothers Is a Good Idea

Helen C. Waterbury

Supervisor, First Grade,
State Teachers College,
Lock Haven, Pennsylvania

. . . and by all means let your children help make plans for it

EARLY in the fall and several times throughout the year, the mothers of our first-grade children are invited to the classroom for an informal tea. Because our school is one in which student teachers do practice teaching, we like the mothers to meet each new group of trainees. In fact, we recommend *more than one* tea during the year for *each grade*.

Planning for the affair is the responsibility of the children! It is at this point that we differ from most schools—where this task is assigned to a committee of mothers. However, we have found that selecting the refreshments, making the necessary purchases, and planning the decorations are suitable activities for children, even those as young as first-graders. The arrangement of the centerpiece is also left to them, and it is evident that the mothers take greater pleasure in the children's artistry than they would in a florist's creation.

Invitations are written as a coöperative activity—the children dictating to the teacher, who records the information on the blackboard. A writing lesson follows, and each child takes his own written invitation home. Of course, in the upper grades a great variety of activities can be associated with the preparation of the invitations.

On the day of the tea, each young host (or hostess) meets his mother at the door of the classroom and is responsible for introducing her to the teacher and other guests. The child also finds a place for her to sit and chat with the other mothers.

When it is time for the refreshments to be served, the child escorts his or her mother to the tea table. While real tea is poured for Mother, Billy or Betty receives a cup of cambric tea (lukewarm and already sweetened). By filling the cups only two-thirds full, the children can safely carry them to their seats where the desks are used for tables.

Following the refreshment hour, the children retire to a play area. Some of them assist in washing the cups and saucers. Older children often have a committee that goes to the cafeteria to do the cleaning work, entirely unsupervised.

During the informal discussion that follows, the mothers become acquainted with the aims, objectives, and purposes of the class program. At the first tea in the fall, the daily schedule, methods of reporting children's progress, and general regulations about the school are the points explained.

At this first tea, we also give the mothers two handbooks, entitled "Living in the First Grade" and "Library Book for Parents." Both were prepared by teacher and student teachers collaborating.

We often ask specialists like the building principal, school nurse, art and music supervisors, and school psychologist, to attend our teas, in addition to other visits they make to our classroom. At this time it is possible for the parents to ask a specialist questions about home or school problems relating to Billy or Betty. It is also a fine time for teacher and specialists to offer helpful suggestions about what parents can do to make school experiences happy for their children.

Through these informal teas we hope to establish a warm friendly feeling on the part of parents for our school program. We are aware that the success of our activities depends upon direct carry-over into the home if the child is going to have a well-integrated personality. We put a high value on confidence and mutual respect between parents, teachers, and children.

In a discussion period the next morning, the pupils evaluate their efforts. We avoid personal criticisms but discuss things that were particularly successful and point out where we need to improve. Unconsciously our first-graders are acquiring ease in social situations. We believe that the time need never come when our boys and girls would need practice in holding open the door, or helping Mother find a chair, or even in introducing her. They will have been doing it all along as a matter of course.

MUSIC
the classroom teacher
can teach

New Music Horizons
for every grade . . . from kindergarten through junior high school

The classroom teacher and the specialist can both use this flexible, five-fold program to make music an exciting, lasting life-experience for children. For it is the series evolved over the years by musicians who are themselves master teachers. The unique teaching aids are specially prepared for teachers without professional music training.

Music for Early Childhood
kindergarten, and pre-school, book

New Music Horizons
Books I -VI, for grades 1 to 6

World Music Horizons
American Music Horizons
for junior high school

4 Columbia Records for each grade

Silver Burdett Company
"the best in school music"
new york - chicago - dallas - san francisco

Authoritative
HEALTH pamphlets

- 1. **The Teacher's Role in Mental Hygiene.** Herman M. Jahr and Fred V. Hein. 12 pages. 15 cents.
- 2. **Mental Hygiene in the Classroom**—How would you help a child like this? 15 cents.
- 3. **Are Comic Books A Menace?** Thomas and Lois Hoult. 15 cents.
- 4. **Our Youth and Narcotics.** Victor H. Vogel. 15 cents.
- 5. **Understanding the Adolescent.** Smiley Blanton. 15 cents.
- 6. **What Everyone Should Know About Milk.** Saretta G. Hicks. 15 cents.
- 7. **Our Food and Our Teeth.** Percy R. Howe. 15 cents.
- 8. **Eyes—Right!** Audrey McKeever. 15 cents.

HEALTH PUBLICATIONS CATALOGS
(2). Free upon request.
Generous Quantity Discounts
Quantity Prices Furnished Upon Request

AMERICAN MEDICAL ASSOCIATION
535 N. Dearborn Street, Chicago 10, Ill.

ORDER DEPARTMENT (21) 1........ 5........
2........ 6........
Enclosed find $......for 3........ 7........
your pamphlet(s). 4........ 8........
Please send postpaid: (Number of copies)
Name..............................
Street............................
City................State........

If it's MONEY you want
Sell CREATIVE Christmas Cards

Show samples to friends in spare time . . . make more money. Choose from 161 leading values: new $1 Assortments, **Name-In-Gold** and other Personalized Christmas Cards, Gift Items, Stationery, Children's Books. You keep up to 50c of every $1, ***also valuable Bonus Gifts!*** No experience needed. 4 Assortments on approval and Personalized Samples FREE. Write today!

Send for Samples

Creative Card Co., 2505 Cermak, Dept. 105-C, Chicago 8, Ill.

These pictures are reproduced by courtesy of "The Lamp," published by Standard Oil Company.

These children in New Rochelle, New York, use their playground to learn about traffic safety.

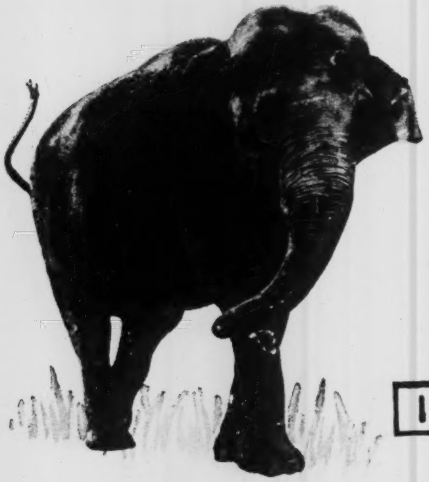
Maybe you would like to practice obeying safety rules on your own playground. You will have fun, and learn to be good safe citizens in your community, too.

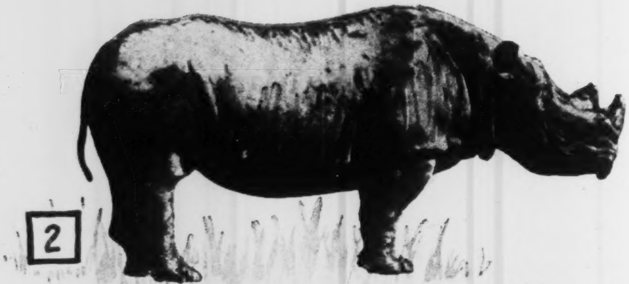
TEACHERS: Turn to page 107 for an article describing this New Rochelle safety project.

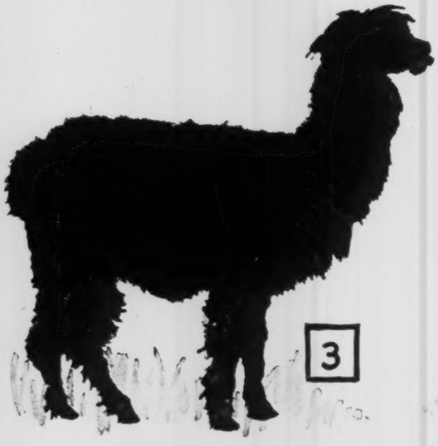
Do You Know These WILD ANIMALS?

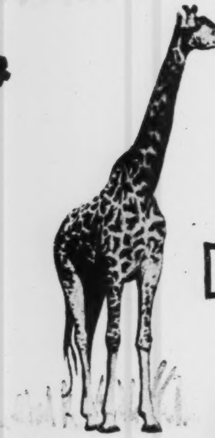
THE wild animals pictured here have something in common with the horse and cow. They are all large mammals that have hoofs. Of course you recognize some of them, but do you know them all? Name them; then check: (1) elephant, (2) rhinoceros, (3) alpaca, (4) giraffe, (5) zebra, (6) camel, (7) yak, and (8) antelope. Can you find out what part of the world each animal calls home?

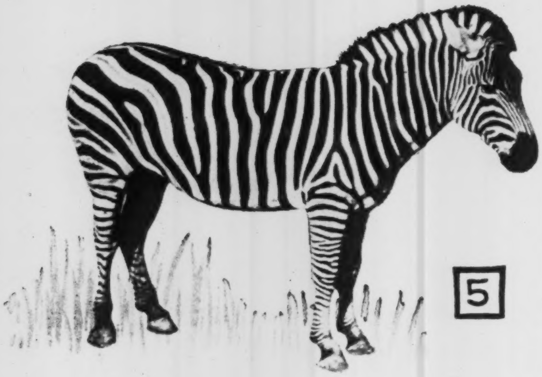
These pictures are from the filmstrip* Large Hoofed Mammals *(No. A 467-5), which is part of the "Animal Life of the World Series" produced by the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14. This series was prepared by R. Marlin Perkins, Director of Chicago's Lincoln Park Zoo. Read about him on page 97 of this issue.

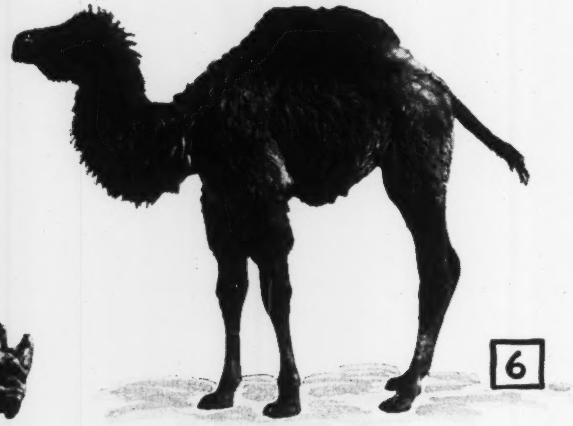

1

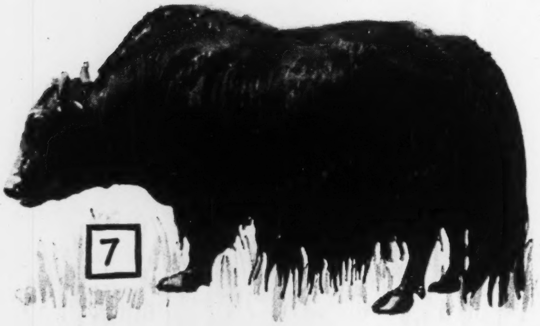

2

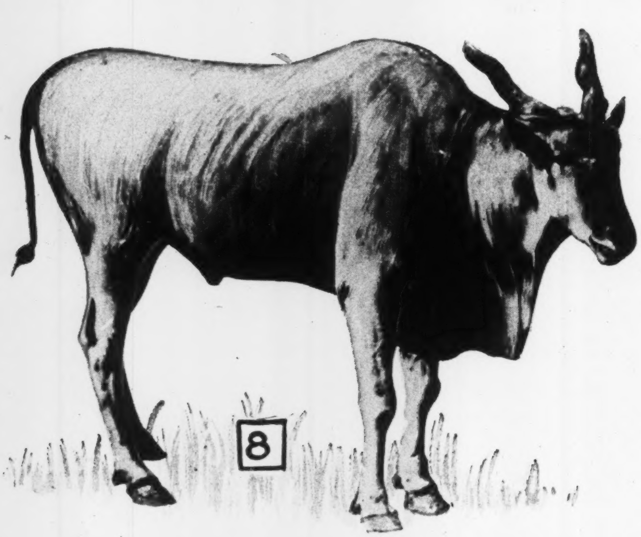

3


4


5


6


7


8

Eighth-Graders' Problems

Eugenia Zeitlin

Teacher of English and Guidance,
Union School, Tolleson, Arizona

The need for a definite program of home-room guidance became apparent in an eighth-grade classroom in our school. The pupils requested classes in social dancing. The home-room teacher, realizing that learning to dance was but one of the problems facing these boys and girls, asked them to list "everyday situations that bother you."

The social-behavior lists were surprising. In a class of forty-two, not one pupil was without a problem! Sons and daughters of civil-service workers, migratory farm laborers, storekeepers, skilled factory hands, Mexican cotton pickers, and office workers—all were puzzled by problems like these.

1. How to introduce people; what to say when introduced.
2. How to use the telephone.
3. How to behave when eating.
4. How to learn not to be bashful.
5. How to go about getting a job.
6. How to be friendly with someone you don't like.
7. What is the right age to start dating?
8. How to act in front of a girl.
9. How to stop your family from embarrassing you in front of boys.
10. When I go to a friend's house and he or she is being punished or scolded, what should I do? It makes me feel funny.
11. How a girl can appear friendly and yet not be a flirt.
12. How to get acquainted with someone not known to you or your crowd.
13. How to give advice and not appear bossy.
14. It has been said that the person who makes the phone call should say good-by first. What if someone calls and talks and talks, and you have work or something else to do. Should you say good-by?
15. What to say when people remark, "Gee, you're strong!" (It is embarrassing.)

On Friday afternoons, a topic for discussion such as "How to Introduce People" was placed before the class by a pupil chairman. Some of the difficult situations which pupils had to face in that particular phase of social behavior were presented by the chairman. Stimulated by this introduction, pupils who were reminded of similar puzzling instances had a chance to tell about them. Solutions to a few of the problems were easily suggested by boys and girls who had already coped with them.

The social problem to be considered was announced a week in advance, and two volunteer committees were formed. The first one planned a brief sketch of the situation where all the characters would do the wrong thing. The class would be asked to tell what was wrong in that situation.

After the errors had been noted, the second committee presented the same situation without the errors. The chairman then asked the class to summarize the phase of behavior which had been presented.

The dialogue for the sketches was never written, and exact words were never memorized, but setting, characters, and dialogue were *planned.*

At the beginning of each Friday afternoon session, volunteers would enact the situation which had been the previous week's problem. The class audience offered suggestions for improvement. The teacher remained in the background as much as possible.

The success of the program is not fully realized until the teacher walks across the school playground one afternoon and overhears a boy

(Continued on page 97)

Show 24-KT. GOLD-NAME Christmas Cards
50 EASY SALES BRING YOU **$50.00**
Sensational spare time money-makers! New Christmas Cards with name in 24-Kt. gold leaf pay you $1 per box. Up to 100% profit on over 150 fast sellers: $1 Assortments, Secret Pal, Eastern Star Cards, Kiddie Books, $1 Gifts, Name-Skirt Notes, Glow-In-Dark Ornaments. Assortments on approval, Ornament & Imprint Samples FREE. Write!
Send for SAMPLES
MIDWEST CARD CO., 1113 Washington, Dept. 9-C, St. Louis 1, Mo.

COFFEE
The Story of a Good Neighbor Product
Atlantic Ocean

FREE GIFT!
from the kids of Latin America to your 5th and 6th grade pupils!

A wonderful story book! A fascinating work book!

Right from the boys and girls of Latin America comes a book that you—and your students—will love!

Here, in children's language and child-pleasing, brilliant illustration, is the story of our Good Neighbors—and the product that maintains their economy.

But it's much more! For "Coffee, the Story of a Good Neighbor Product" is an exciting seat-activity book! There are beautiful pictures to write compositions about . . . maps to study *and* color . . . sewing directions for the girls . . . art studies, language studies, music questions, craft ideas—even a wrap-up quiz!

You'll use this book for many of your classroom projects—it integrates with seven different subjects. And for your pupils, this book will become one of the treasures of their childhood!

Today, send this coupon for a free sample book. Read it—then send for as many copies as you need. You'll get them *at once*—free!

Pan-American Coffee Bureau, 120 Wall Street, New York 5, N. Y. • Brazil • Colombia • Costa Rica • Cuba Dominican Republic • Ecuador • El Salvador • Guatemala Honduras • Mexico • Venezuela.

©1952

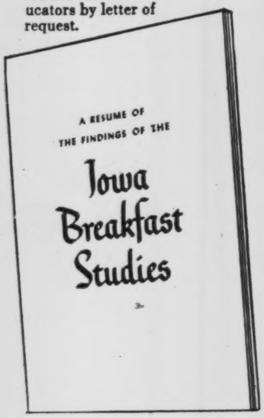
PAN-AMERICAN COFFEE BUREAU
Educational Dept., I-1, 120 Wall St., New York 5, N. Y.
Please send me FREE sample book "Coffee, the Story of a Good Neighbor Product."
Name________________ Grade________
School________________________
Address_______________________
City & State____________________

¡MANDE ESTE CUPÓN!

An Educator writes...

"Recently I received a copy of the booklet entitled, 'A Resume of the Findings of the Iowa Breakfast Studies.' We feel that this is a very fine work and will be a definite contribution to our nutrition teaching."

Memo
Free copies of this Resume booklet are available to educators by letter of request.



Since thousands of these booklets have recently been requested by educators, you too, will want to write for copies for your own use as new background material for your health education programs during

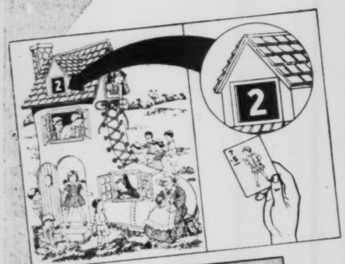
September
Better Breakfast Month

CEREAL INSTITUTE, INC.
135 South La Salle Street, Chicago 3, Illinois

A RESEARCH AND EDUCATIONAL ENDEAVOR DEVOTED TO THE BETTERMENT OF NATIONAL NUTRITION

RE-TRAIN ***Arithmetic "Forgetters"***

QUICKLY!



Do you have pupils who have forgotten their arithmetic facts during their summer vacations? These two Ideal games provide excellent re-training material on *addition* and *subtraction* for 3rd and 4th grades and original teaching material for 1st and 2nd grades.

OLD-WOMAN-IN-THE-SHOE

This game helps pupils master 64 addition and 64 subtraction combination facts up through the tens. The teacher puts a number in the window of the shoe and the pupils select cards whose combinations of numbers give the same answer as the number in the shoe. Self checking feature on reverse side of card. **No. 230** With Illustration of shoe and 128 cards **$1.00.**

NUMBERLAND SPECIAL

NUMBERLAND SPECIAL

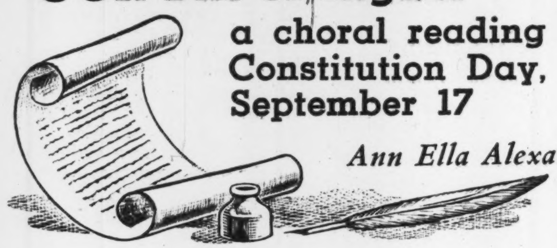
The object of this game is to find which cars go with the locomotive of the train. The separate train cars have *addition* and *subtraction* facts through sums of 18. Self-checking feature on reverse side of cars. **No. 231** With locomotive illustration and 72 cards **$1.50.**

Order from Your School Supply Dealer!

IDEAL SCHOOL SUPPLY COMPANY
8322 Birkhoff Avenue Chicago 20, Illinois

OUR Bill of Rights--

a choral reading for Constitution Day, September 17



Ann Ella Alexander

★ ★ ★ ★

EDITOR'S NOTE: *This selection is especially adaptable for your first assembly program of the year. It is simply staged and requires no memorization for those taking part. The number of choir members is optional, although not less than three is recommended.*

★ ★ ★ ★

CHOIR—*Five or more speakers.*
NARRATORS—*From two to ten.*

Choir is seated at a table facing the audience about mid-stage. Narrators are seated farther forward at stage right and stage left.

★ ★ ★ ★

NARRATOR I—You have all heard about the first ten amendments to our Constitution. They are called the Bill of Rights.

NARRATOR II—Very soon after the Constitution was finished, people discovered that additions were necessary to list specifically the basic rights of the citizens.

NARRATOR I—And so the first ten amendments were written and added to the Constitution in 1791.

NARRATOR II—To help everyone understand them better, we are going to read and explain each one.

CHOIR (*reads Amendment 1*)—**Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.**

NARRATOR I—The First Amendment guarantees freedom of religion, speech, and the press. This means the people may choose their own religion and that they may say and print what they believe right. They may also meet quietly whenever and wherever they please. If they feel that the government has acted wrongly they may ask for other action.

CHOIR (*reads Amendment 2*)—**A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.**

NARRATOR II—This amendment provides that all citizens have the right of protection by their country's official armed forces. No one shall forbid the people to keep a standing army ready to defend them. No one shall say that they cannot keep and carry guns. (Another law requires owners of firearms to obtain a license.)

CHOIR (*reads Amendment 3*)—**No soldier shall, in time of peace, be quartered in any house, without the consent of the owner nor in time of war, but in a manner to be prescribed by law.**

NARRATOR I—This was to prevent the use of the European custom of housing troops in the homes. That cannot happen here except in wartime, when Congress may pass a special law.

CHOIR (*reads Amendment 4*)—**The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.**

NARRATOR II—This amendment protects us in our homes. No one has a right to search our homes and take property without detailed written permission from an officer of the law.

CHOIR (*reads Amendment 5*)—**No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.**

NARRATOR I—Anyone accused of a serious crime must be tried before a grand jury, except under certain wartime conditions. No person has to go to trial a second time if the court freed him the first time; he cannot be forced to present evidence against himself; and he cannot be locked up or put to death or have his possessions taken away except according to law. When land is needed for public use, the owner shall receive fair pay.

CHOIR (*reads Amendment 6*)—**In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confonted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.**

start back-to-school classes

WITH NEW COTTON BAG SEWING PROJECTS

Get your sewing classes off to a lively start this fall! Colorful Cotton Bags spark interest in classroom work, whether your students make curtains for Mom or frocks for themselves. Plan your fall projects now with the cotton bag sewing booklet offered below.

FREE BOOKLET
25 COPIES FOR YOUR SEWING CLASS

Pattern Service
for sewing with COTTON BAGS

This 24-page booklet will explain to your students the ease and fun of sewing with Cotton Bags. Pictures of Simplicity patterns for 'round-the-clock wear and ideas for making thrifty household items, gifts, and toys are included in "1952 Pattern Service for Sewing with Cotton Bags". Write for free booklets today. (Limit 25 copies per class.)

NATIONAL COTTON COUNCIL
Box 76, Memphis 1, Tenn.

NARRATOR II—In all criminal trials, the accused person has a right to have a public trial within a limited time by a jury selected from the district where the crime was believed committed. He must be told why he is being tried and be present when witnesses speak against him. The defendant can hire a lawyer to handle his case and any witnesses who can help prove he is not guilty can be ordered to speak for him in court.

CHOIR (*reads Amendment 7*)—**In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.**

NARRATOR I—In disputes over property worth more than twenty dollars, either person can insist on having a jury trial. After a decision is made by a jury, no one can change it unless there is a new trial before another jury, or unless a mistake in law was made and another court takes the case.

CHOIR (*reads Amendment 8*)—**Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.**

NARRATOR II—The Bill of Rights protects the guilty as well as the innocent. A person cannot be forced to put up an extra-large amount of money to get out of jail while waiting for his trial. Neither can the courts fine a person an unfair amount of money for a crime. His punishment must not be cruel or unusual. The accepted, or usual, sentences for crimes, such as a certain length of time in jail, are set up by the courts.

CHOIR (*reads Amendment 9*)—**The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.**

NARRATOR I—Certain of our rights are named in our Constitution but this does not mean that we are not allowed other rights.

CHOIR (*reads Amendment 10*)—**The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.**

NARRATOR II—Any powers not given to the Federal Government by the Constitution, and those not denied to the States, belong to the States or to the people.

NARRATOR I—Just for a minute try to imagine what it would be like not to have a Bill of Rights. Could you be happy if you thought someone might come any day and search your home, order you to give up your land, accuse you of a crime and lock you up, keep you from public meeting or church, or do any of the other things the Bill of Rights forbids?

NARRATOR II—We must never forget that these rights belong to every single person in our country. If any individual does not get a fair trial or is bullied so that he is afraid to speak the truth, the freedom of all of us is in danger.

SCORES WITH OVER ONE MILLION CHILDREN!

Colorful wall poster for team scores

Join Kellogg's Early Bird Breakfast Club
EARLY BIRD SCORE CARD
TEAMS
1st
2nd
3rd
TOTAL
RULES:
EAT A BETTER BREAKFAST
...AND HELP YOUR TEAM WIN EARLY BIRD BUTTONS!

Prize Buttons for winners

Send for Kellogg's Breakfast Game

...a proven success!

DEAR TEACHER
Mr Early Bird
"EARLY BIRD" DAILY BREAKFAST SCORE OF
PUPIL
SCHOOL
GRADE
TEACHER

Gay score folder for each pupil

Teaching the "good breakfast" habit is both simple and gratifying with Kellogg's Early-Bird game. Teachers report amazing classroom interest. Youngsters, with score folders and teamwork as incentives, find it *fun* to eat breakfast. And parents appreciate the *eagerness* with which their children eat a good breakfast. The minimum approved breakfast which is used in the game is fruit, cereal, milk, bread and butter.

To make breakfast even more appealing, Kellogg's offers a wide choice of crisp, ready-to-eat cereals. All either are made of the whole grain or are restored to whole grain values of thiamine, niacin and iron.

KELLOGG'S SENDS YOU FREE—Attractive score folders, wall poster, prize buttons, seals, instructions for game. Write number of pupils with your name, school and address to Kellogg Company, I-952, Home Economics Services, Battle Creek, Mich. Please state whether you have used game before. Comments welcome!

THE GAME

Divide class into 4 teams: Robins, Blue Birds, Cardinals, Orioles. Each pupil gets score folder which tells "good breakfast" story, has room for daily check of breakfast foods eaten. You grade folders weekly, post team scores on wall poster. All winning team members get colorful EARLY BIRD buttons.

Kellogg's OF BATTLE CREEK

KELLOGG'S CORN FLAKES • 40% BRAN FLAKES • RAISIN BRAN FLAKES • SHREDDED WHEAT • CORN SOYA
RICE KRISPIES • ALL-BRAN • PEP • KRUMBLES • SUGAR CORN POPS

NEW *Champion* LIQUID PROCESS WORKBOOKS

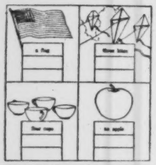
MASTER COPIES FOR SPIRIT DUPLICATORS

Phonics

PHONICS WORKBOOK LESSONS - No. DP18. The principal topics in this book are: Long and short vowel sounds; initial, medial, and final s, b, l; initial and final f, g, h; initial sound c and w; review of vowel sounds.
Price $3.25 per book. Liquid Process

PHONICS WORKBOOK LESSONS - No. DP24. A partial list of lessons is as follows: Review of vowel sounds; long and short y; initial, medial, and final m, b, d; initial and final r, n, p; initial sound j and k; consonant blends st, cl, fl, pl, bl, st, sp, sw, sm, sn, sk.
Price $3.25 per book. Liquid Process

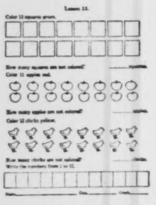
Reading - Preprimer - Primer

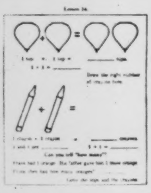


READING FUN FOR PRE-PRIMER - No. DP01. Lessons consist of the easiest kind of seatwork for beginners. Pictures are large and easily colored and the amount of reading is small. Vocabulary consists of 34 nouns, 3 verbs and 12 adjectives, including names of 8 colors.
Price $3.25 per book. Liquid Process

READING FUN FOR PRIMER - No. DP02. Thirty-two lessons in Reading for Primer; for use with any reading system. There is a variety of activities including cutting and pasting. Vocabulary includes words most commonly found in basic primers.
Price $3.25 per book. Liquid Process

Numbers





BEGINNERS' NUMBER BOOK - No. DP05. Some lessons devoted to number concepts of 1 through 10 and recognition of these numbers. Remainder of lessons deal with 21 addition combinations. Very easy throughout. Large pictures and type.
Price $3.25 per book. Liquid Process

A SECOND NUMBER BOOK - No. DP15. This book continues the practice in number recognition and concepts from 11 through 20. It also deals with a first group of 15 addition combinations and a first group of 15 subtraction combinations. Price $3.25 per book. Liquid Process

Arithmetic

GRADE II, 1st HALF - No. DP26
GRADE II, 2nd HALF - No. DP27
GRADE III, 1st HALF - No. DP33
GRADE III, 2nd HALF - No. DP34
Price $3.25 per book. Liquid Process

Outline Maps for Geography and History, in Liquid Process Master Copies

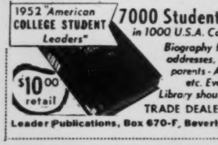
Set No. 300. 8 Maps, consisting of the 6 Continents, The World & U.S.
Set No. 400. 8 Maps, consisting of 7 Groups of States in U.S. and the United States.
Price $1.00 per set of 8 Maps. Liquid Process

Only CHAMPION offers three types of Workbooks in 1 catalog. Send for big 3 in 1 Catalog of Liquid Process, Hektograph and Seatwork Books. Use coupon below.

CLIP AND MAIL TODAY

CHAMPION PUBLISHING DIVISION
602 No. 2nd St.
St. Louis 2, Mo.

Champion Publishing Co., Dept. I52,
602 No. 2nd St., St. Louis 2, Mo.
☐ Send me Champion WORKBOOKS-MASTER COPIES as described above at $3.25 each (order by number) No. ....
☐ Send me FREE big 3 in 1 catalog of Champion Workbooks.
Name ....
Address .... City .... State ....



1952 "American COLLEGE STUDENT Leaders"
7000 Student Leaders
in 1000 U.S.A. Colleges Listed
Biography form contains addresses, students and parents - Achievements, etc. Every Reference Library should have copy.
$10.00 retail
TRADE DEALERS INVITED
Leader Publications, Box 670-F, Beverly Hills, Calif.

AT LAST! SOMETHING NEW and SENSATIONAL in CHRISTMAS CARDS

MAKE Extra MONEY FAST

Superb Satin Veleur & Metallic
Show Rich New Cards never before offered. Amazing Value! Gets Easy Orders FAST! Pays up to 100% Cash Profit. Big Line. FREE Samples of 30 Gorgeous Christmas Cards with Name 50 for $1.25 up. New magic GLO-IN-THE-DARK Tree Ornaments, Personalized Matches, Stationery, Gifts. Several $1.00 Boxes ON APPROVAL.

50 for $1.25
With Name
FREE Samples

PURO GREETINGS, 2801 Locust, Dept. 245-L, St. Louis 3, Mo.

The Ideal Book for Group Singing

Sing
SOCIABILITY SONGS
for CAMPS·HOMES COMMUNITIES and SCHOOLS
Keep America Singing

Sociability Songs

Contains the Big Favorites that everybody likes to sing . . . a tremendous value for the money.

224 SONGS—With words and music. Contains:
12 Patriotic Songs
24 Stunt and Pep
21 Human Interest
17 Negro Spirituals
45 Sacred Songs
39 Folk Songs
AND MANY OTHERS

LOW PRICED—Only 40c per Copy
$32.00 per hundred (not prepaid)
SPECIAL OFFER TO TEACHERS ONLY

THE RODEHEAVER HALL-MACK CO.
257 Ninth St., Winona Lake, Indiana
Please send me a sample copy of SOCIABILITY SONGS. I enclose 10c for postage and packing.
Name________________
School________________Grade You Teach________
Address________________
City________________State________________

MINIATURE FLOATS

Beatrice Lentz Shrout

EVERYONE loves a parade. Have your pupils ever made miniature floats? My fourth-graders carried out the project with enthusiasm. Each child selected his own theme and developed it as he desired. Among the subjects were: Florida, West Virginia, Hawaii, National Dog Week, Milk for Health, Western Rodeo, Oasis in the Desert, Bride, Coal Bowl Queen, Covered-Wagon Days, Ice Carnival, Indian Life, Cooking—Old Way and New Way. We had more ideas than we could possibly carry out, because our social studies constantly suggested new themes.

A shoe-box lid was used as the base of each float. Fringed tissue paper and ruffled crepe paper were the favorite trimmings. Dolls (some made of pipe cleaners or clothespins; others real), shells, artificial flowers, cotton, clay, wire, papier-mâché, scraps of silk and velvet, and miniature objects brought from home were used. Freedom of expression was the keynote of each float, but the children included authentic detail.

When our floats finally stood in parade order on our shelves and tables, they aroused interest in the whole school. Later we displayed them at our county art exhibit and received many compliments.

Choir Robes

SPECIAL MODELS
for
JUNIOR HIGH and
GRADE SCHOOLS
Write for Choir Catalog C-61
Junior Choir Catalog J-61

COLLEGIATE CAP & GOWN CO.
NEW YORK 1, N. Y.
366 Fifth Ave.
CHAMPAIGN, ILL.
1000 N. Market St.
CHICAGO 1, ILL.
[illegible] N. LaSalle St.

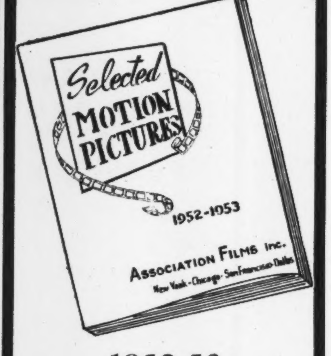
AN EYE FOR BETTER TEACHING?

USE POSTERS

Capitalize on every minute of that "eye-wandering" time of your pupils by using INSTRUCTOR posters and bulletin-board materials—a permanent easy-to-use visual aid that all children enjoy. They'll grasp the meaning and lessons in each concise poster used before the class or placed where it will get attention. From THE INSTRUCTOR group of poster materials you'll find ideas to enliven many a classroom subject. Write for free Catalog of Teaching Aids.

F. A. Owen Publishing Co.
Dansville, N. Y.

JUST OUT!



1952-53
FREE CATALOG
of
Classroom
and
Auditorium Films
including
120 Free Films!
Write Dept. I
ASSOCIATION FILMS, Inc.
347 Madison Avenue
New York 17, N. Y.

PROVE FOR YOURSELF THE PROFESSIONAL QUALITY OF CRAYRITE CRAYONS

CRAYRITE
ROUND
MILTON BRADLEY SCHOOL CRAYONS

FREE Regular 8-Color Package of CRAYRITE Crayons

Yes, we want you to prove for yourself the all-round superiority of CRAYRITE Crayons. Write today on your school letterhead, and a regular size 8-color package of CRAYRITE Crayons will be sent to you promptly at no cost or obligation.

MILTON BRADLEY COMPANY
Dept. IN
Springfield 2, Mass.

FREE CURRICULUM MATERIALS

The live curriculum materials you need to supplement and vitalize textbook teaching are listed, classified, and indexed in the

New 1952 Elementary Teachers Guide To Free Curriculum Materials

Authoritative, comprehensive and easy-to-use. Available for $4.50 on 30 day approval.

Educators Progress Service, Dept. Inst., Randolph, Wis.

the Cram Man says: HERE'S GOOD NEWS FOR YOU

64th Edition

CRAM'S UNRIVALED ATLAS OF THE WORLD

Just Off the Press

This well known Atlas has been completely revised for its 64th edition. It's new and up to date. Maps and facts of the world. Beautiful embossed, decorated cover—400 pages—page size 12 x 15 inches. Completely indexed—official 1950 census. NEW historical section. Descriptive gazetteer. Send for your copy today, only $25.00.

Maps and Globes For Different Grades

Just as textbooks are graded, so has Cram realistically graded its maps and globes. As a result, Cram has different teaching aids to fit the needs and abilities of students in the various age groups. In addition, Cram GRADED TEACHING AIDS logically supplement other teaching materials. That means greater results for the teacher's time and efforts.

THE GEORGE F. CRAM CO.
730 E. Washington St.
Indianapolis 7, Indiana

— FREE information coupon —
Fill out and mail today

☐ Descriptive Folder—Cram's 64th Edition Unrivaled Atlas.

☐ I am interested in learning more about Graded Teaching Aids. Send Teaching Aids Catalog No. 85.

☐ Send information about Markable-Kleenable Maps and Globes.

Name...
Street...
City...
State..

Eighth-Graders' Problems

(Continued from page 93)

saying, "Mary Jane, I'd like you to meet my cousin Tommy. Tommy, this is Mary Jane. She lives in your trailer court and she came from Oklahoma two years ago."

Tommy stares; he is a little surprised at the *speech*. He hasn't been exposed to a session in introductions but Mary Jane has. She smiles and says, "Hello, Tommy," in a friendly manner.

This is evidence that two eighth-graders have learned to be comfortable in this frightening world. If adjustment to the world be the final goal of all education, then these Friday afternoon programs have made a desirable contribution.

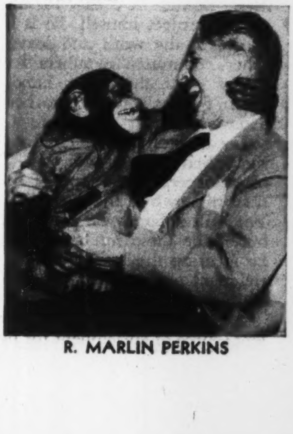
Meet the Man Who Started TV's "Zooparade"

IF YOU look at television programs at all, the chances are you've "gone to the zoo" on Sunday afternoon (NBC) and been introduced to the animals by an easy-talking, friendly man who told you lots of interesting things about them. That man was R. Marlin Perkins, Director of the Lincoln Park Zoo in Chicago.

The story goes that Mr. Perkins was interested in animals from the time he was a child. He was always bringing wild animals, birds, and reptiles into his aunt's house in Carthage, Missouri, where he grew up. This interest led him to study animal husbandry when he went to the University of Missouri, but he left after two years to take a job at the St. Louis zoo. A talent for showmanship and a sympathetic appreciation for snakes helped him make the reptile section of the zoo almost as attractive to visitors as the elephant and the monkeys. His enthusiasm and ability earned for him his next position as Director of the zoo in Buffalo, N.Y.

When the Society for Visual Education decided to issue a series of filmstrips about animals of the world, they asked him to work with them, and obtained permission to photograph the zoo animals for this purpose. The pictures on page 92 of this magazine are from one of the filmstrips in this series.

Peter Fish Studios



R. MARLIN PERKINS

PRE-ELECTION FORECAST

MILTON BRADLEY TO WIN TEACHERS' VOTE

Again this year, thousands of teachers all over the country will elect Milton Bradley school materials to head their list of classroom supplies. They have found that Milton Bradley's campaign promises are fulfilled in finest quality educational aids that encourage top performance from every class.

✓ **NUMBER BUILDER CARDS**

8 × 2

Practice cards for pupils in grades 3 to 6. Used to help them understand the more difficult number combinations.

✓ **PHONETIC DRILL CARDS**

Helps pupils in grades 1 to 3 to build new words by substituting initial letters. Also used as listening exercise to form words pronounced by teacher.

✓ **QUIZMO**

Educational Lotto. Gives valuable practice in addition, subtraction, multiplication, and division. A wonderful teaching aid for grades 4 through 8.

✓ **UNIVERSAL COUNTING FRAME**

A practical visual aid used in developing a simple, basic understanding of arithmetic. Use on floor or adjust to suitable height for use on desk.

✓ **COMPLETE LINE OF SEAT WORK ITEMS —**

plus other constructive aids to effective teaching. Since 1860, Milton Bradley has been a leading supplier of all types of school supplies . . . coloring materials, modeling clay, construction paper, and other art and craft items — also educational games and toys. By helping to make good teaching progressively more meaningful, these Milton Bradley products have performed a real service to American educators.

FREE Write today for our complete catalogue describing these and many other Milton Bradley Classroom-Tested products.

92 Years Service to America's Children 1860 1952 MB MILTON BRADLEY

MILTON BRADLEY COMPANY
SPRINGFIELD 2, MASS.
Boston - Philadelphia - Chicago

IT'S CHILDREN'S ACTIVITIES FOR TEACHERS

Because . . .

- Teachers use and recommend it
- Children love it
- It offers a well-balanced program for the child
- It contains projects for elementary grades
- It is up-to-date
- The price is right
- It is factually correct

SEND TODAY FOR 10 BIG ISSUES CHILDREN'S ACTIVITIES

CHILD TRAINING ASSOCIATION, INC.
1018 South Wabash Avenue, Chicago 5, Illinois
I enclose $4.00. Please send me Children's Activities one year (10 issues) beginning with your .... issue.

☐ Check here if this is a renewal.

Name ....
Street Address ....
City .... Zone .... State ....

Which Creative Activity Record Do You Want FREE?

You are invited to "sample" the educational advantages of Children's Record Guild and Young People's Records — FREE of cost, and **without obligating yourself in any way.**

To show you their superb quality, and suitability for your classes, we give you your choice of these three records:—

- **A VISIT TO MY LITTLE FRIEND**
  For Activity and Participation in your Nursery, Kindergarten and First Grade. Instead of songs, the orchestra plays strongly accented tunes rhythmically descriptive of the story.
- **LITTLE INDIAN DRUM**
  For Developing Rhythmic Sense in your First, Second and Third Grades. Builds from simple beats to complex patterns, using "drum talk."
- **WORKING ON THE RAILROAD**
  For Reliving History in your Third, Fourth and Fifth Grades. Dramatic use of American railroad folk songs; a sound-picture of an important historic period.

FREE CATALOG tells how you can try PLANNED STUDY SETS On Approval!

With your free record you will get descriptions of all Educational Activities Division single records and planned study sets — yours to try ON APPROVAL! Actually trying them yourself will show you why educators in all 48 states agree that CRG and YPR's are "the finest on records for education."

Mail Coupon Now!

Ben Deutschman, Director, Educational Activities Division,
The Greystone Corp., 100 Sixth Ave., New York 13, N. Y.

Please send me, FREE and without obligation, the record I have checked below — with FREE CATALOG telling how I can try Planned Study Sets **On Approval.**

☐ A Visit to My Little Friend
☐ Little Indian Drum
☐ Working on the Railroad

Name .... School ....
Address .... Grade ....
City .... Zone .... State ......

Fast Learners Need Special Attention, Too

Courtesy, Public Schools, Madison, Wisconsin

Elizabeth Matthews

THE chances are that you will have a boy or girl in your room this year who is outstanding in ability. His I.Q. may be 120 or above and his general level of achievement high. The chances are also that he may get the poorest deal of any child in the room.

The bright youngster completes every project and does his work with dispatch. While his achievements are not always commensurate with his ability, the teacher is not particularly concerned with him. She gears her program to the average members of the class and works even harder with the slow pupils. What impetus is there for high achievement and improved progress for the bright child?

The answer lies in a special set of goals. Actually your aims and desires for all the children should be as individual as possible. Intelligence and maturity are matters of gradation.

When planning for brighter children there should be broader goals, rather than farther-reaching ones.

It is better to provide additional enrichment in social studies, science, art, and literature than to carry the children on in tool subjects far beyond their group.

Try to see that the mentally alert children in your classes have opportunities to work individually at their own normal pace. But remember that they must also learn to co-operate with others in the group. When a more able child is a member of a committee, work with the chairman in advance to make sure that a good stiff piece of work will be steered in that child's direction.

The bright child often needs help in developing leadership qualities. Because it is easy for him to do the project himself, he is likely to do all the work and leave the other committee members feeling useless. On the other hand, he mustn't have a chance to become a slave driver.

Encourage bright children to share their interests with you. They often experience a type of loneliness unknown to the average child. You will not only be providing an outlet for these interests—you will be locating the keys to special enrichment projects that you will encourage the child to undertake.

A room encyclopedia is an excellent source of enrichment for bright children. In addition they should be encouraged to read periodicals, and to make use of the library facilities.

Very often teachers report that mentally alert children have personality defects; they are shy and retiring or aggressive and obnoxious. This is not hard to understand because early in life the child becomes unconsciously aware that he is somewhat different from the rest of the group. When he plays he sees a superior way to play the game. Some of the games the other children play seem silly and pointless and he prefers to read. Soon he sees that he is on the outside of the group. He finds the library books for his age group do not satisfy him. It is therefore of little wonder that these children set up substitute behavior patterns to satisfy their frustrations or build barriers to protect themselves from other children in the group.

Superior children are valuable potential members of society but of even more importance, they deserve the same chance to become coordinated, happy members of society as other children. The teacher should recognize evidences of unhappy, and really not successful, living, and plan a program that will help eliminate the difficulties.

Teachers find that sometimes bright children are unsuccessful in sports and crafts. Too high standards, self-consciousness, as well as inability to mingle with the group are frequent causes of this seeming retardation. Try to discover, through conversation, special interests in sports and crafts that can be developed.

What, then, are your goals for your fast learners for the school year? First, you want to establish good rapport with them. Second, you want a program that is enriched in the social studies and the natural and physical sciences, as well as in literature, art, and music. Third, you want to provide opportunities for personality growth—improved leadership, working with others, more sharing of problems, and a sympathetic approach to the needs of others. Fourth, you want an increased attainment in sports and crafts requiring motor control and muscular co-ordination. And, while he is still at the elementary level, work to bring some of his less well developed abilities up to his generally high standards.

The bright child needs a friend, counselor, and advisor. The adage, "A friend in need is a friend indeed," applies especially to the thousands of bright children who will be in school this fall.

Classroom
VISUAL AIDS
(IN COLOR)

Humpty-Dumpty

- **COLOR CARDS**
Ten cards 8x10, primary and secondary colors. Brown, Gray, Black and White. **$3.75 per set.**
- **PRIMARY NUMBER CARDS**
Ten illustrated cards from 1 to 10 with number, word and figure on each. Size 8x10. **$3.75 per set.**
- **NURSERY RHYMES**
Ten of the most popular Nursery Rhymes. Size 14x22. **$1.50 each card—$12.50 per set.**
- **SEASONS**
Four pictures—Spring, Summer, Winter, Fall. Size 14x22. **$5.00 per set.**
- **WILD ANIMALS**
Ten pictures—Lion, Tiger, Elephant, Buffalo, Giraffe, Kangaroo, Hippopotamus, Leopard, Bear, Gorilla. Size 14x22. **$1.50 each—$12.50 per set.**
- **PRIMARY STORIES**
Ten favorite primary stories. Size 14x22. **$1.50 each—$12.50 per set.**
- **INTERMEDIATE STORIES**
Ten of the most widely read intermediate stories. Size 14x22. **$1.50 each—$12.50 per set.**
- **ALPHABET CARDS**
Twenty-six illustrated Alphabet Cards with upper and lower case letters on each card. Size 12x14. **$7.50 per set.**
- **COMMUNITY HELPERS**
Ten most popular Community Helpers. Size 14x22. **$1.50 each—$12.50 per set.**
- **CALENDAR SERIES**
Ten outstanding monthly activities for the school months, large poster 14x22. **$1.50 each—$12.50 per set.**

Correlated window or blackboard decoration. **$.10 each.**

LETCHER VISUAL AIDS
114-11 178 Place, St. Albans 12, N.Y.
Please send free of charge your Brochure describing Letcher Visual Aids.

Name ....
Address ....
School .... Grade ....
City ....
Zone .... State ....

The Fast Learner

in Arithmetic Class

Wanda I. Rector

Teacher, Oak Run School,
Palo Cedro, California

What do *you* do with the fast learners in your arithmetic classes? Mine like quick or trick ways to manipulate large numbers. I introduce one of the following at a time, waiting until interest wanes before giving another.

If a pupil is not aware of the easy method of multiplying by ten or the powers of ten, I show him how. To multiply by a number ending in zeros, multiply the numerical digits and add as many zeros as there are zeros in the multiplier. If the multiplicand is a decimal, move the decimal point in the product as many places to the right as there are zeros in the multiplier. The chart explains this.

	10	100	1000	10000
5	50	500	5000	50000
34	340	3400	34000	340000
189	1890	18900	189000	1890000
.4	4	40	400	4000
8.16	81.6	816	8160	81600

The fast learner is interested in adapting this method so that he can multiply by 99 very quickly. I show him how to multiply by 100 and then subtract the multiplicand.

$$22 \times 99 = 22 \times 100 - 22 = 2178$$

This can be made increasingly difficult. He will still be able to multiply by 100 mentally but he may have to set down the subtraction process on paper.

Some fast learners may enjoy a trick method of multiplying by 11. It is fun and saves setting down the multiplication process. Here is a step-by-step description of how to multiply 768 by 11. Working from right to left, set down 8 (the units digit of the multiplicand multiplied by the units digit of the multiplier); add 8 and 6 (14), set down 4 and carry 1; add 6 and 7 (13) and add the 1 that was carried (14), set down 4 and carry 1; add the 1 that was carried to the 7 (8), set down 8. The answer is 8448. The answer can be checked by writing down 768 twice, lining up the units digit of the second number under the tens digit of the first number, and adding the two.

$$\begin{array}{r} 768 \\ 768 \\ \hline 8448 \end{array}$$

Another time-saver that the bright children enjoy learning is one used in finding the product of certain two-place numbers, *e.g.*, 62 and 68. If the sum of the units digits is ten (8+2), and if the tens digits are alike (two 6's), the correct answer may be found by multiplying the right-hand digits (8×2), and writing down the product. Then raise either of the tens digits by one, multiply by the other (7×6), and bring down that product.

$$\begin{array}{rl} 62 & (8 + 2 = 10\text{—This will work.}) \\ \times 68 & (8 \times 2 = 16) \\ \hline 4216 & (\text{One 6 becomes } 7 \times 6 = 42) \end{array}$$

CLASSICS *Illustrated*

"BRINGS GREAT LITERATURE TO LIFE!"

say TEACHERS—EDUCATIONAL AUTHORITIES AND PARENT GROUPS.

CLASSICS Illustrated
TREASURE ISLAND
By Robert Louis Stevenson

92 TITLES TO CHOOSE FROM

1. The Three Musketeers
2. Ivanhoe
3. Count of Monte Cristo
4. Last of the Mohicans
5. Moby Dick
6. A Tale of Two Cities
7. Robin Hood
8. Arabian Nights
9. Les Miserables
10. Robinson Crusoe
12. Rip Van Winkle
13. Dr. Jekyll and Mr. Hyde
15. Uncle Tom's Cabin
16. Gulliver's Travels
17. The Deerslayer
18. The Hunchback of Notre Dame
19. Huckleberry Finn
20. The Corsican Brothers
21. 3 Famous Mysteries
22. The Pathfinder
23. Oliver Twist
24. A Connecticut Yankee
25. Two Years Before the Mast
26. Frankenstein
27. Adventures of Marco Polo
29. Prince and the Pauper
30. The Moonstone
31. Black Arrow
32. Lorna Doone
33. The Adventures of Sherlock Holmes
34. Mysterious Island
36. Typee
37. The Pioneers
39. Jane Eyre
40. Mysteries by E. A. Poe
41. Twenty Years After
42. Swiss Family Robinson
44. Mysteries of Paris
45. Tom Brown's School Days
46. Kidnapped
47. Twenty Thousand Leagues Under the Sea
48. David Copperfield
49. Alice in Wonderland
50. The Adventures of Tom Sawyer
51. The Spy
52. The House of the Seven Gables
53. A Christmas Carol
54. Man in the Iron Mask
55. Silas Marner
57. The Song of Hiawatha
58. The Prairie
59. Wuthering Heights
60. Black Beauty
61. Woman in White
62. Western Stories
63. Man Without a Country
64. Treasure Island
65. Benjamin Franklin
66. Cloister & The Hearth
67. The Scottish Chiefs
68. Julius Caesar
69. Around the World in Eighty Days
70. The Pilot
71. Man Who Laughs
72. The Oregon Trail
73. The Black Tulip
74. Mr. Midshipman Easy
75. The Lady of the Lake
76. The Prisoner of Zenda
77. The Iliad
78. Joan of Arc
79. Cyrano De Bergerac
80. White Fang
81. The Odyssey
82. The Master of Ballantrae
83. The Jungle Book
84. The Gold Bug
85. The Sea Wolf
86. Under Two Flags
87. Midsummer Night's Dream
88. Men of Iron
89. Crime and Punishment
90. Green Mansions
91. Call of the Wild
92. The Courtship of Miles Standish and Evangeline
93. Pudd'nhead Wilson
94. David Balfour
95. All Quiet on the Western Front
96. Daniel Boone
97. King Solomon's Mines
98. The Red Badge of Courage
99. Hamlet

CLASSICS *Illustrated*

AN EXCITING NEW WAY TO INTRODUCE GREAT LITERATURE!

EDITORIALS and articles in leading newspapers throughout the world have discussed CLASSICS *Illustrated* as a "concept of ministering on a high plane to youthful desire for action pictures" and "toward the formation of taste for the best in literature." CLASSICS *Illustrated* has also been highly praised on important radio programs as a pertinent and timely topic from the educational as well as the social points of view. Effectively used by teachers in classrooms.

EFFECTIVE MEANS OF INTRODUCING LITERATURE

The CLASSICS *Illustrated* series is used by teachers in thousands of schools as an effective and highly satisfactory method to introduce literature to their students. The comic strip technique, so popular among youngsters, is utilized in CLASSICS *Illustrated* to bring to pictorial life the great literary heroes found in the masterpieces of fiction.

HIGH LANGUAGE LEVEL MAINTAINED

Authentically illustrated in full-color and maintaining the original text, each title is a complete adaptation of the original—presented in a manner to capture the imagination of your pupils. The grandeur and high language level of great literature is retained.

NINETY-TWO TITLES ALREADY PUBLISHED

At present, there are 92 great titles available (with more on the way). Specially priced for schools at 12¢ per copy, postage prepaid, they will not strain any budget. Send your introductory order today and join the thousands of teachers who have successfully used the CLASSICS *Illustrated* method of introducing great literature.

SPECIAL OFFER—ACT NOW!

Save money—purchase a complete set of the 92 titles at the special introductory price of $10.50, postage prepaid. Available for a limited time only.

GILBERTON CO., INC. Dept. IN-3
826 Broadway • New York 3, N. Y.
IN CANADA: Gilberton Company (Canada) Ltd.,
Box 311, Terminal "A" Toronto

GEL-STEN
DUPLICATING WORKBOOKS

KINDERGARTEN FUN - Kindergarten and First Grade. Thirty-two full page outline pictures of animals and pets in humorous costumes. An enjoyable coloring book for the very young. Spirit, 32 pages $3.00
Hectograph, 32 pages 2.00

READING READINESS - Pre-Primer. An excellent book for training in correct eye movements, observation, comparison of size, coordination of hand and eye, discrimination, and memory. Spirit, 32 pages $3.00
Hectograph, 50 pages 2.50

I CAN DO IT - Pre-Primer. Cutting, pasting, and coloring. Divided into six sections. Likenesses and Differences, Completion, Separation, Selection, Association, and Sequence. Spirit, 32 pages $3.00
Hectograph, 50 pages 2.50

READING SEATWORK A - First Grade. Interesting pre-primer and first grade reading material for children who are in the early stages of learning to read. Emphasizing colors and the family. Spirit, 32 pages $3.00
Hectograph, 48 pages 2.75

READING SEATWORK B - First Grade. A continuation of Reading Seatwork A, introducing household pets and common farm animals, the sounds they each make, and pictured comparison of words.
Spirit, 32 pages $3.00

READING SEATWORK C - First Grade. A continuation of Reading Seatwork B, presenting pictured action words, matching words and pictures, with interesting seatwork on each page. Spirit, 32 pages $3.00
Hectograph, 48 pages 2.75

READING SEATWORK EXERCISES - First & Second Grades. Silent reading material to develop ability to do independent thinking, to follow printed directions, to find the main ideas in a sentence. Spirit, 32 pages $3.00
Hectograph, 50 pages 2.50

MY FIRST READING UNIT, PART 1 - First Grade. Large, clear, manuscript lettering of the words children use every day. Coloring, cutting, pasting, and writing answers. Spirit, 32 pages $3.00
Hectograph, 66 pages, (Part 1 and Part 2 combined) 2.75

MY FIRST READING UNIT, PART 2 - First Grade. A continuation of Part 1. More complete sentences describing pictures of common zoo animals, the home, holidays, true and false questions, etc. Spirit, 32 pages $3.00
Hectograph, 66 pages, (Part 1 and Part 2 combined) 2.75

FUN WITH NUMBERS, BOOK 1 - First Grade. An introduction to numbers and what they mean. Large, clean illustrations well spaced. Lots of cutting and pasting, counting, coloring, writing numbers. Presents words used with numbers, "more than," "less than," etc. Spirit, 32 pages $3.00
Hectograph, 50 pages 2.50

FUN WITH NUMBERS, BOOK 2 - Second Grade. Lots of thought problems, pages of addition and subtraction, telling time, counting money and stamps, writing numbers, drawing and coloring objects, counting to 500 by 1's, 5's, and 10's. Spirit, 32 pages $3.00
Hectograph, 50 pages 2.50

HAPPY DAYS - First and Second Grades. A health book containing large pictures illustrating health habits with four-line verses emphasizing each. Excellent material for health posters. Spirit, 32 pages $3.00
Hectograph, 32 pages 2.00

THE FARM - First, Second, and Third Grades. An interesting study of the farmer, his family, the produce they grow, and the services of the horses, cows, sheep, chickens, pigs, etc. Spirit, 32 pages $3.00
Hectograph, 32 pages 2.00

BORDERING THE SCHOOL YEAR - All Grades. A separate and appropriate classroom decorative border for each month of the school year with complete instructions and suggestions for making the decorating of the classroom interesting and enjoyable. Spirit, 32 pages $3.00
Hectograph, 26 pages 2.00

SEASONS AND HOLIDAYS - All Grades. Large outline pictures depicting the seasons, holidays, historical birthdays, and seasonal events of the school year, with suggestions for posters, decorations, Valentines, Easter baskets, etc. Spirit, 32 pages $3.00
Hectograph, 32 pages 2.00

OUTLINE MAPS - All Grades. Outline maps of the 48 states all the same scale so that when cut out they form a complete puzzle-map of the U. S. Also world map, continents, symbols, graphs, charts, and patterns for making a globe of the world. Spirit, 32 pages $3.00
Hectograph, 32 pages 2.00

(Prices F.O.B. Brookfield, Ill.)

Write for list of other Hectograph Workbooks and Supplies

GEL-STEN SUPPLY CO., INC.
BROOKFIELD, ILLINOIS
Western Branch: 944 S. Hill St., Los Angeles

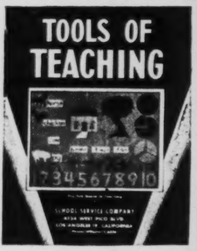
DRAMATIZING DEMOCRACY, Parts I and II.
AMERICAN HISTORY PLAYS
with questions and topics for discussion
$1.00 each part, postpaid
MILDRED EDMUNDSON, A. B., M. A.
214 S. John Street, Goldsboro, North Carolina

SELL AMAZING VALUE
21 for $1.00 Deluxe
CHRISTMAS CARD ASSORTMENT

MAKE EXTRA MONEY. Show friends new low cost Christmas and All Occasion greeting cards, gift wrappings, home and gift items. Your profit to $1.00 a box! Bonus. Surprise Offer. Write today for FREE TRIAL outfit of Feature samples on approval and FREE samples Name Imprinted Christmas Cards. 100 for $1.00 Stationery.

FREE catalog complete line

NEW ENGLAND ART PUBLISHERS
North Abington 717-A, Mass.



Please send

A Booklet of Games and over 2000 Teaching Aids.

The Guide for Elementary Teachers

to ______ NAME
______ ADDRESS
CITY ______ ZONE ______ STATE ______

I enclose 25c
SCHOOL SERVICE COMPANY
4524 West Pico Blvd.
Los Angeles 19, Calif.

TESTS . . . . .
for Classroom Use

Order your standardized educational and mental tests from this depository. Save time and transportation costs.

★★★★

Test publications of leading publishers carried in stock.

★★★★

Write for new catalogue.

★★★★

Bureau of Educational Research and Service
Extension Division, University of Iowa
Iowa City, Iowa

Games for SEPTEMBER

September is a wonderful month to play. Use games to orient your group so that they will work together.

for the Kindergarten

Clap, Clap

The children stand or sit in a group facing the leader or "it." He claps his hands in some sort of simple rhythm. Anyone who thinks he can imitate this pattern, raises his hand. "It" then chooses someone, who claps his hands. If he has copied it correctly, he becomes the leader. If he has not, the leader claps another rhythm. Tambourines or other instruments may be used to pound out the rhythm.

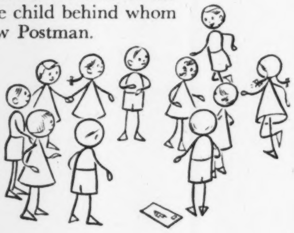
Follow the Wind

Everyone stands in a group around the teacher, who has a whistle. She says, "The wind blows east," and points. All children run in that direction. At the sound of her whistle, they must stop immediately. She then gives them another direction in which to run. This is a good game to teach directions and lets the group work off excess energy.

for Primary Grades

The Postman

Here is a game to use the first week of school to help children learn one another's names. Everyone stands in a circle except one person who is "it." He is called a Postman. With a large envelope stuffed with paper to represent a letter he walks around the outside of the ring delivering mail. The Postman finally drops his letter behind a player and calls that person's name. If he has called the correct name, that player chases the Postman around the circle as far as his original place. If he catches the Postman, he becomes the new Postman. If the Postman has called the wrong name, he must go into the center of the ring, or back to the "post office." The child behind whom he dropped the letter becomes the new Postman.



When's My Birthday?

This game, to teach children when their birthdays are, is a variation of the Fruit Basket game. There should be just enough chairs for everyone except "it." "It" makes a remark about an activity carried on during a certain month, such as, "I make valentines in February," and all those whose birthdays occur in February must change places. "It" tries to get one of the seats. The one who does not get a seat becomes "it." If "it" says something about an activity for every month, such as, "I like to eat every month in the year," everyone must change places.

Apple Fun

Everyone sits in a circle on the floor. At a given signal, the children start passing an apple to the left. When the leader, who has his back to the group, blows a whistle, the child holding the apple is out. Continue until only one player is left. He is the winner and can have the apple.

A Bouncing Ball Game

Everyone forms a ring except one person who is "it." He stands in the center with a volley ball which he bounces to someone in the circle. If that person catches it, he bounces it back. If he doesn't catch it, he must throw it back. If "it" does not bounce the ball so anyone can catch it or if he misses the ball when it is bounced back, he loses his turn as "it." After the ball has been bounced to about ten people, it is a good idea to change "it" so everyone has a chance to bounce the ball.

THE AMERICAN MUSEUM
OF
NATURAL HISTORY
OFFERS

FILMS AND SLIDES FOR CLASSROOM USE

A FEW OF THE 1,500 16MM SOUND FILM TITLES

NATURAL HISTORY - SCIENCE

Order No.	Title	Reels		Daily Rental (Plus Postage)
1.	Amoeba	(1)	b. & w.	$2.00
2.	Animals in Winter	(1)	b. & w.	$2.00
3.	Arteries of Life	(1)	color	$2.50
4.	Madame Curie	(2)	b. & w.	$4.00
5.	Story of Dr. Carver	(1)	b. & w.	$2.00
6.	Chemistry and a Changing World	(1)	b. & w.	$2.00
7.	Bird Migration	(1)	color	$2.50
8.	Common Animals of the Woods	(1)	b. & w.	$2.00
9.	Development of the Chick	(1)	b. & w.	$2.00
10.	Development of Communication	(1)	b. & w.	$2.00
11.	Forest Conservation	(1)	color	$2.50
12.	Hunting Animals of the Past	(2)	b. & w.	$4.00
13.	The Monarch Butterfly	(1)	color	$2.50
14.	Spotty: Story of a Fawn	(1)	color	$2.50
15.	Thunder and Lightning	(1)	b. & w.	$2.00

SOCIAL STUDIES

16.	Italian Children	(1)	b. & w.	$2.00
17.	Indian Dances	(1)	color	$2.50
18.	Tale of Two Cities	(4)	b. & w.	$6.00
19.	Crusades	(3)	b. & w.	$6.00
20.	Good Neighbors	(1)	b. & w.	$2.00
21.	Nanook of the North	(6)	b. & w.	$10.00
22.	People of Mexico	(1)	b. & w.	$2.00
23.	Drums Along the Mohawk	(3)	b. & w.	$6.00
24.	Inside the Capitol	(1)	b. & w.	$2.00
25.	Pioneer Homes	(1)	b. & w.	$2.00
26.	Land of Liberty	(8)	b. & w.	$5.00
27.	Treasure Island	(4)	b. & w.	$6.00
28.	Chance Date	(1)	b. & w.	$2.00

SPECIAL OFFER: For every 20 films booked within the school year, receive a rental-free dividend of 5 black and white reels.

SELECTED LISTING OF SLIDE SETS AVAILABLE

SCIENCE

2 x 2" COLOR SLIDES	Rental Price (Plus Postage)
A. The Story of Ancient Man	$1.75
B. A Volcano is Born	$1.85
C. Digging up the Dinosaurs	$1.50
D. Soil Conservation	$1.00
E. Poison Ivy and Poison Sumac	$ .50
F. Frogs and Toads	$ .50
G. Animals of Africa	$ .60
H. Birds and Their Young	$ .50
I. Insects and How They Live	$ .50
J. Animals of the Sea	$1.25
K. North American Mammals	$1.00
L. Life History of the Monarch Butterfly	$1.75
M. Story of a Tree	$1.00

SOCIAL STUDIES

N. The Port of New York	$ .50
O. We Visit Mexico	$1.50
P. Our National Parks	$1.50
Q. Colonial Williamsburg	$2.00
R. The Eskimo in Greenland	$1.50
S. Newfoundland	$1.00

STANDARD SLIDES (3¼ x 4") HAND-COLORED

SCIENCE

T. Our Earth and Neighbor Planets	$ .50
U. Wonderful Works of Water	$1.60
V. Familiar Stars and Constellations	$ .50
W. Amoeba to Man	$2.00
X. Prehistoric Man	$ .86

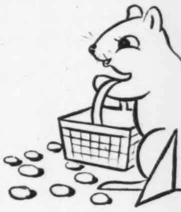
SOCIAL STUDIES

Y. History of Aviation	$ .82
Z. Children of Many Lands	$ .50
AA. Indian Life in the Southwest	$ .78
BB. Story of the Panama Canal	$ .60
CC. Story of Columbus	$ .50

FILM AND SLIDE LIBRARY
The American Museum of Natural History
79th St. at Central Park West, New York 24, N.Y.
Please send me: Film(s) #..................
Slide Set(s) #..........................
DO NOT SEND PAYMENT WITH ORDER
Name ....
School ....
City .... Zone .... State .....

Feed the Squirrel

Cut a large picture of a squirrel with paws extended, from a piece of cardboard. Hang a small basket over the paws and stand the squirrel and basket against your desk or the wall. Mark a spot some distance away where the children may stand to toss horse chestnuts into the basket. Keep score. The one who throws the most horse chestnuts into the basket wins.



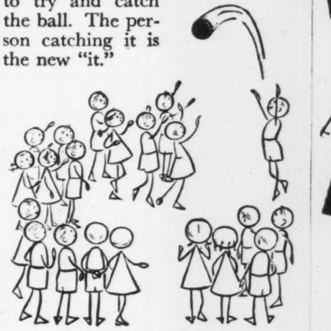
for Middle Grades

Fill the Basket

Make a large drawing of a vegetable basket on the blackboard. Blindfold one child at a time, turn him around three times, give him a piece of colored chalk and tell him to draw a vegetable for the basket. The ones who get vegetables in or nearest the basket are the winners.

Catch the Bone

Divide the children into four or five groups, giving each group the name of a dog, such as collies, boxers, fox terriers, bulldogs, and hounds. "It" tosses a volley ball toward the group, saying "Collie" (or any of the chosen dog names). The collies run up to try and catch the ball. The person catching it is the new "it."



Football Passing

Two or more relay teams are chosen. Each team lines up behind its captain. A line is drawn about 10′ or 12′ from the front of the teams. Each captain has a football. At the starting signal, he runs to the line and passes the football to the next person on his team. That person catches it, runs to the line, and passes the football to the next one on the team. When everyone has had a turn, he goes to the end of the line. The team back in place first, wins.

(Continued on page 102)

Their TRUE STORIES have happy endings!

Teachers tell us . . .
"Several dental appointments were a direct result of this Unit."
Teach Dental Health
"Parents thanked me! They were impressed with children's interest in their teeth!"
"This Unit motivates children far better than anything else I've ever had!"
How I Brush My Teeth
"The principal noticed a great splurge of dental activity!"
IPANA TOOTH PASTE

Dental difficulties start early! 6 to 14 year-olds average one decayed tooth every twelve months! So teachers, parents and dentists are working together to motivate better dental health habits, especially for this age group. Thousands of teachers who have used IPANA's "Working Together For Better Dental Health" Unit write us that it makes this job much easier . . . and all their stories have happy endings!

Educational Service Dept. IN 952
Bristol-Myers Products Division
45 Rockefeller Plaza, New York 20, N. Y.

THE AMERICAN DENTAL ASSOCIATION
HAS OFFICIALLY APPROVED
THIS IPANA TEACHING UNIT

Educational Service Dept. IN 952
Bristol-Myers Products Division
45 Rockefeller Plaza, New York 20, N. Y.

Please send me:
IPANA'S "WORKING TOGETHER FOR BETTER DENTAL HEALTH," Unit for Grades 1-6

NAME
NAME OF SCHOOL
SCHOOL ADDRESS
CITY ZONE STATE
GRADE(S) ENROLLMENT IN ONE CLASS

- Teacher's Manual
- Wall Chart
- Toothbrushing Model
- Daily Care Score Sheet

_____Seatwork Folders
(quantity for one class)

In your system what will happen to this book?

REPLACED AT $2.70?

REBOUND AT $1.15?

Just 2c worth of BOOK-SAVER can put this text back into condition. And the pupil will make the repair himself in school. Used to save money in tens of thousands of classrooms across the country — BOOK-SAVER is also enthusiastically endorsed by important public and university libraries.

BOOK-SAVER is so safe and easy to handle — it is used even by fourth grade youngsters. Book repair teaches book care — have a bottle of this liquid plastic in each classroom.

Developed for book repair, BOOK-SAVER withstands day-after-day wear that textbooks get. Applied by brush, it repairs ripped bindings, loose and torn pages.

BOOK-SAVER techniques assure you large savings in book maintenance costs. Ask your school supply distributor or send coupon now for special offer.

DELKOTE, INC. WILMINGTON 99, DELAWARE

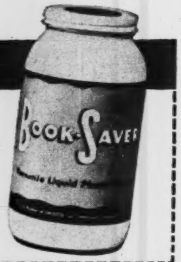
Special Offer! Department I-9

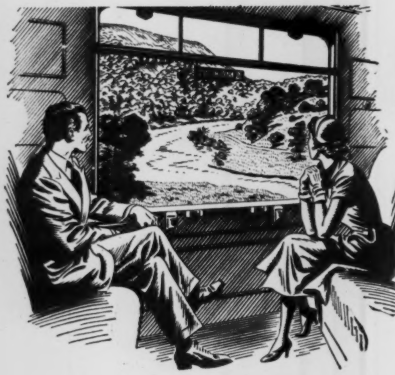
I want our pupils to learn book care. Send a "Teacher's Size" bottle of BOOK-SAVER at only $1.95 (plus postage) and free Technique Booklet and brush. Send invoice later.

School.............................. By.....................

Street ....

City.......................... State............................





ALL BRITAIN

outside your window

Here is the Britain you've come to see. Let our trains take you swiftly to every corner. British rail fares are the lowest ever for American visitors. Your Travel Agent will secure train, channel steamer and hotel reservations before you leave.

NEW 9-DAY "GUEST TICKET" For UNLIMITED Rail Travel ONLY $30 THIRD CLASS $45 FIRST CLASS Not obtainable in Britain Purchase before you leave

BRITISH RAILWAYS

For information and literature write Dept. 25 at any British Railways Office

NEW YORK 20, N. Y., 9 Rockefeller Plaza • CHICAGO 3, ILL., 39 So. La Salle Street
LOS ANGELES 14 CAL., 510 W. Sixth Street • TORONTO, ONT., 69 Yonge Street

Games for SEPTEMBER

(Continued from page 101)

Guess My Name

Everyone stands in a group around some person who hides his eyes. Someone taps him on the shoulder and says, "Hello." He then tries to guess who the speaker is. If "it" cannot guess who tapped his shoulder, he must hide his eyes and be "it" again. If "it" has guessed the correct name, the person who did it says, "I'll beat you home," and begins running to a designated goal. If "it" catches him, that person becomes the new "it." If he does not catch him, he must be "it" again.

An Alphabet Game

Arrange the following names in alphabetical order. When they are in the correct order, they will make a nonsense rhyme. The person who can read his rhyme first, wins. This game will give children practice in alphabetizing.

Nicholas
Bill
Gwendolyn
Harriet
Miranda
Tillie
Willie
Sandra
Vernon
Annabelle
Oscar
Kenneth
Susan
Nora
Nelson
Peter
Martin
Richard
Arthur
Karen
Katherine
Sharon
Norbert
Leander
Jill
Vincent
Robert
Mary
Timothy
Armand
Margaret
Bruce

for Upper Grades

A Cereal Puzzle

Cereals are important sources of food. The object of this puzzle is, first, to recognize the cereal and then, using it as a base, to find the words indicated by the definitions given.

1. This cereal is widely grown throughout the world, especially in the United States. It may be planted either in the spring or in the fall. Sometimes its heads are "bearded" and sometimes they are "bald." - - - - - provides many staple food products.

By removing one letter from the name of this cereal you can find these words:

- - - - A. Our source of this is the sun.
- - - - B. A question often asked by inattentive people.
- - - - C. To sharpen.

2. This cereal is also widely grown and is used to manufacture foods. In ancient times its seed was a standard of measurement—one-third inch. It is - - - - - -.
- - - - - - A. Change the letters around to make a word meaning scarcely.

3. This cereal is usually referred to in its plural form. Its head is loose and lacy-looking. In olden times the English people thought of it only as food for animals, even though it was the principal food used by the near-by Scotch people. We make many delicious foods from - - - -.

Add one letter to this cereal to make these words:

- - - - - A. Conveyances for travel on water.
- - - - - B. Garments worn for warmth.
- - - - - C. Agile, horned animals related to sheep.

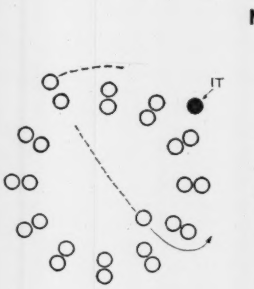
4. This cereal looks very much like grass. Its head also contains seeds which provide food. Bread made from this flour is not white, but is in demand for many kinds of sandwiches because of its flavor. We call this cereal - - -.

Choose words that rhyme with it to make these words:

- - - A. To weep.
- - - B. To attempt.
- - - C. To cook in fat.

5. This cereal is native to North America and is our leading crop. Columbus took seeds of it back to Spain to start its cultivation in Europe. It had an important part in keeping the Pilgrims alive during their first hard winter in the New World. The Indians called it - - - - -.

New Three Deep

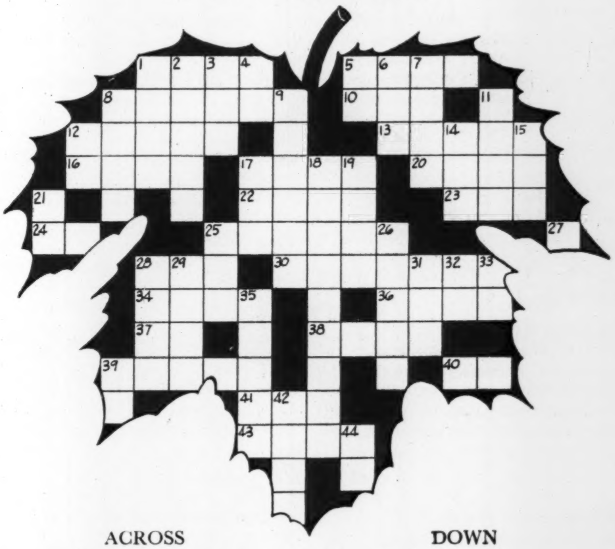


This is a variation of Three Deep. The players form a double circle facing the center of the circle. One player is the "runner" and the other is "it." They are outside the double circle. "It" chases the runner, who becomes safe by stepping in back of one of the couples rather than in front as in the regular game. The person in front must then run across the circle, automatically becoming "it." The old "it" then becomes the "runner." The advantage in this variation is that no one remains "it" for too long a time.

Social Science ABC Puzzle

A. A cold region at the top of the globe.
B. The fat of whales.
C. Large division of lands of the earth.
D. Driest lands of the earth.
E. An imaginary line around the middle of the earth.
F. Used for cooking and heating all over the world.
G. A spring which shoots up hot water at intervals.
H. A country that has many dikes.
I. First inhabitants of the Western Hemisphere.
J. A forest found in hot, rainy parts of the world.
K. A war is being waged there.
L. A southern state in the United States.
M. Opposite of a plain.
N. Continent where we live.
O. Large bodies of water.
P. A large ocean.
Q. Province of Canada.
R. Smallest state in the United States.
S. World's largest desert.
T. Little rivers that join a big one.
U. Country where we live.
V. A strip of land with hills on both sides.
W. The direction in which Columbus sailed.
X. Light rays that penetrate solids.
Y. Largest national park in the U. S.
Z. Where we find a large collection of live animals.

A September Crossword Puzzle



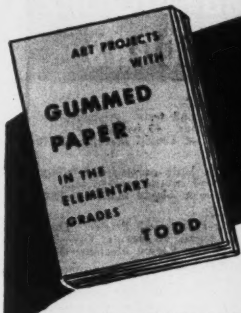
ACROSS

1. Plays, as on the stage.
5. You use this at school.
8. —— begins in September.
10. Vacations come to an ——.
12. —— Allen was famous in history.
13. Rims.
16. You —— an orange before you eat it.
17. Opposite of slow.
20. Mentally sound and healthy.
22. Always without end.
23. A direction.
24. A river in Italy.
25. Opposite of more shallow.
27. Myself.
28. Girl's name.
30. One who steals.
34. Bears live in these.
36. Term of affection.
37. North America (abbr.)
38. A young girl.
39. When stores sell things at lower prices, they are having ——.
40. Mister (abbr.)
41. Look.
43. The land surrounding a house or other building.

DOWN

1. A pain.
2. You write on the blackboard with this.
3. A measure of weight.
4. Therefore.
5. We should —— quiet in school.
6. A number.
7. —— and ends.
8. Walk.
9. These fall in autumn.
11. You write with these.
12. Edible portion (abbr.)
14. You use this in a car.
15. Observe.
17. Payment for service given.
18. An autumn month.
19. Woody plant.
21. Opposite of down.
25. Boy's name.
26. Broadcasts sound.
28. Girl's name.
29. The meat of a calf.
31. Guided.
32. Each (abbr.)
35. No boy wants to be a ——.
39. Street (abbr.)
42. Dines.
44. To perform work.

(Continued on page 104)



YOURS AT HALF PRICE

When You Order
3 PACKAGES OF
Adventure
GUMMED PAPER

Jessie Todd's new 32 page book "Art Projects with Gummed Paper in the Elementary Grades" contains 8 full pages in color and illustrations of children at work and their results with gummed paper. Projects illustrated include Christmas, Easter, Valentine and Halloween decorations, abstract designs, mobiles, silhouettes and "take-home gifts".
A remarkable book chock full of creative art projects for every month of the school year. Price **$1.00**

2. MOISTEN
3. and STICK!

Order from Your School Supply Dealer!

Jessie Todd, well known art instructor at the Laboratory School of the University of Chicago says:

"Colored gummed paper is a very valuable medium of expression for decorative purposes of all kinds. Its clean, crisp results are unmatched by other media."

ADVENTURE GUMMED PAPER
gives sharp—clean—brilliant—colorful results impossible with other media. Works up quickly. No bother with paste! Just cut—moisten and stick! 15 brilliant colors and tints including gold and silver. Package **No. 870** containing 25 sheets (8 x 10 inches) in assorted colors **50c.**

ORDER 3 PACKAGES
and get Jessie Todd's Book at **Half Price!** Send coupon below and **$2.00** (plus postage) to your dealer for 3 packages of **No. 870** Adventure Gummed Paper and one copy of "Art Projects with Gummed Paper" **—a $2.50 value for only $2.00**

50¢ 50¢
WORTH 50¢
TOWARD THE PURCHASE OF 3 PACKAGES OF
Adventure GUMMED PAPER
AND ONE COPY OF JESSIE TODD'S BOOK
"ART PROJECTS WITH GUMMED PAPER"

To Dealer: This coupon when accepted by you in accordance with the terms of this agreement will be redeemed for 50c by the

GUMMED PAPER
TODD

IDEAL SCHOOL SUPPLY COMPANY
8322 Birkhoff Avenue Chicago 20, Illinois
This offer expires December 31, 1952
Note: This coupon is void if taxed, restricted or forbidden in your state.
50¢ 50¢

We recommend for officially reported vacancies only. Member National Ass'n of Teachers Agencies
BARDEEN-UNION TEACHERS' AGENCY
316 SOUTH WARREN STREET, SYRACUSE, N. Y.
Traveling Representative *Specialize in New York State* Established 1874

25 APPLICATION PHOTOS 1.25
Genuine Moen-Tone, Nationally Known, Perfect Copies, size 2½x3½. Send good head and shoulder photo. Original returned unharmed. Prompt service. Superior Quality since 1898.
MOEN PHOTO SERVICE
Box 867-0 La Crosse, Wis.

Brand New! Amazingly Different and Smart
CHRISTMAS CARDS
Bring You BIG MONEY!
NEW 2-IN-1 MAGIC WINDOWS
Take Easy Orders for new Christmas Cards. Pays up to 100% cash Profit. Big Line. Christmas Cards With Name 50 for $1.25. Sensational New GLO-IN-THE-DARK Ornaments, Personal Stationery, Book Matches; Imprints FREE. Several $1 Boxes on Approval. Start earning extra income now! Write
50 for $1.25
NORTH STAR, 31 Glenwood, Dept. 29D, Minneapolis, Minn.

HAYES GELATIN And LIQUID
DUPLICATING WORKBOOKS

HAYES SEATWORK FOR BEGINNERS
Includes large, attractive drawings. Color charts and tests. Alphabet and Numbers 1-10. Object with printed word or number. 40 pages.
In Hectograph Ink—$1.25 For Spirit or Liquid Machine—$3.00

HAYES NUMBER BOOK (Grade One)
A number activity book for beginners. Develops basic number vocabulary. Provides drills in basic combinations—addition and subtraction—to ten.
In Hectograph Ink—$1.25 For Spirit or Liquid Machine—$3.00

HAYES READING FOR BEGINNERS
A Reading Readiness Book graduating into Pre-Primer and Primer. Large interesting drawings. Checked Word List. 40 pages. In Regular Ink—20c.
In Hectograph Ink—$1.25 For Spirit or Liquid Machine—$3.00

HAYES FLOWERS WE SHOULD KNOW
Drawings are large and full-page size of garden flowers. Contains suggestions and illustrations correlating art and nature study. All grades.
In Hectograph Ink—$1.00 For Spirit or Liquid Machine—$1.50

SCHOOLROOM DECORATIONS (Posters and Borders)
New Schoolroom Decorations—Posters—Borders—special holiday projects. Special angel Christmas borders. All grades unusually large and attractive.
In Hectograph Ink—$1.00 For Spirit or Liquid Machine—$2.00

NEW GEOGRAPHY OF THE UNITED STATES
Covers vital phases of U.S. and possessions. Maps, drills, tests on industries, resources, etc. For social studies. 40 pages. Regular Ink—35c.
In Hectograph Ink—$1.50 For Spirit or Liquid Machine—$3.00

HAYES NEW GEOGRAPHY OF EUROPE
Exercises on costumes, occupations, governments, natural resources, industries. Complete with outline maps, tests, drills and answer keys. 40 pages. In Regular Ink—35c.
In Hectograph Ink—$1.50 For Spirit or Liquid Machine—$3.00

HAYES OUTLINE MAPS (For History and Geography)
A set of maps consisting of World, United States, Groups of States, North, South and Central America, Mexico, Alaska, Australia, Europe and Asia.
In Hectograph Ink—50c For Spirit or Liquid Machine—$2.00

HAYES ART DECORATIONS
Large size outline drawings include school holidays—silhouettes—cut-outs—room and window decorations—blackboard borders. All grades—1-8.
Hectograph Edition—$1.00 For Liquid or Spirit Machine—$1.50

HAYES BIRDS WE SHOULD KNOW
Illustrations are large and full-page of the common native birds. Complete coloring directions and text. In Regular Ink—30c.
In Hectograph Ink—$1.00 For Spirit or Liquid Machine—$1.50

HAYES NEW HOLIDAY PROJECTS
A new book on holidays and special days. Seasonal material for each month—Posters, Borders, Art Decorations. For ALL grades.
In Hectograph Ink—$1.00 For Spirit or Liquid Machine—$1.50

HAYES ACTIVITIES IN HANDCRAFT
Schoolroom decorations and art projects. Things to do, make, paste, color or draw. Keep your pupils busy—learning while doing.
In Hectograph Ink—$1.00 In Regular Ink—50c

HAYES SEASONAL POEMS AND DECORATIONS
Original poems, beautifully illustrated. Seasonal themes, correlating with art, oral and written expressions, citizenship, nature study and hobbies.
In Hectograph Ink—$1.00 In Regular Ink—50c

HAYES MORE ART AIDS
Art designs and artistic Posters for each school month and special school Holidays. Unusual, large and simple, full-page designs. All grades.
In Hectograph Ink—$1.00 In Regular Ink—50c

Useable With Any Text or Program

ORDER BY MAIL NOW!

HAYES SCHOOL PUBLISHING CO.
BIDDLE AVE WILKINSBURG PA

Educational Films
for classroom use
about strange and fascinating
AUSTRALIA
are available for rent or purchase.
Send for free catalog of 16mm.
subjects in Kodachrome and
black and white
Australian News & Information Bureau
636 Fifth Ave., New York 20, N.Y.

BE A WINNER
in your classroom

Add new life and lively interest to your teaching with these popular P & I Folios.

Exciting, easy-to-do classroom proven handcraft ideas for all ages.

No. 1 Folio—Elementary Art helps
No. 2 Folio—Advanced Art helps

Only $1.50 each. Send Today!

Free! "Ideas Galore!" Index of Projects
Dept. I-46

THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

Confidential
LOANS to TEACHERS
Entirely by Mail
$50 to $500

You can get a quick CASH LOAN from $50 to $500 on YOUR SIGNATURE ONLY. Entirely-by-Mail. Everything strictly confidential. School board, friends, merchants not contacted. No co-signers necessary. Repay in small monthly payments—no principal payments necessary during your payless vacation months.
For free particulars sent you in plain envelope, fill in coupon below and mail today

MAIL COUPON TODAY!

POSTAL FINANCE CO., Dept. 10
15th and Harney - Omaha, Nebr.

Name____________________
Address__________________
City__________ State________

NEW! DAILY PLAN BOOKS

Full term, spiral bound, teacher's plan books, with printed headings, blank pages for committees, notes, etc.

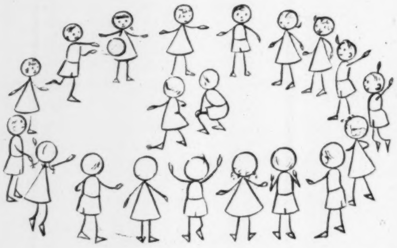
Ask for information!

DOWNS PRINTING COMPANY
INCORPORATED
STATIONERS - ENGRAVERS - PRINTERS
43 East 60th Street New York 22

Games for SEPTEMBER

(Continued from page 103)

Dodge Ball Variation



This game begins as a regular game of Dodge Ball. One team forms a ring and the other team is scattered inside. With a large ball, members of the ring team throw the ball so it hits someone inside. Persons hit leave the ring. When only two players remain inside, the teams begin to keep scores. The team inside the ring gets a point for every time the ball is thrown and does not hit anyone. After each team has had two turns at throwing the ball, the team with the highest score wins.

Playing either this variation or the regular game with a football, instead of a large rubber ball, adds interest to the game.

Hidden States

Each sentence hides the name of one of our United States. The letters to spell the state name are in their proper order, but may be in more than one word.

1. The sailor's shout, Ahoy, was heard above the din.
2. The teacher will mark an "s" as a symbol of superior rating.
3. As the commander at Shiloh, I ordered a charge.
4. It is a foregone conclusion that school will close in June.
5. Charles did a hole-in-one on the golf course today.
6. We should not miss our income tax payments.
7. The Taj Mahal is made of India natural stone.
8. Don't exasperate your friends by being tardy.
9. The patio was cool and comfortable.
10. Don't tell this news till I noise it abroad first.
11. Paint it the same color a dormouse is.
12. Don't go to Mexicali for Niagara Falls.
13. The Denver montane climate is invigorating.
14. Balkan sassafras is sold in Europe.

Guard That Line!

Two teams line up about 15′ apart and facing each other. The leader rolls a ball down the space between the two teams. The team members try to kick the ball through the opposite team's line. One point is scored each time a team is successful. Then the leader rolls it again. The game may have either a time or a score limit.

Keys to Puzzles

An Alphabet Game

Annabelle, Armand, Arthur, Bill Bruce, Gwendolyn, Harriet, Jill Karen, Katherine, Kenneth, Leander Margaret, Martin, Mary, Miranda Nelson, Nicholas, Nora, Norbert Oscar, Peter, Richard, Robert Sandra, Sharon, Susan, Tillie Timothy, Vernon, Vincent, Willie

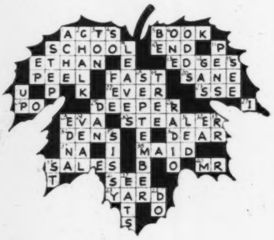
A Cereal Puzzle

1. wheat
   A. heat
   B. what
   C. whet
2. barley
   A. barely
3. oats
   A. boats
   B. coats
   C. goats
4. rye
   A. cry
   B. try
   C. fry
5. maize

Social Science ABC Puzzle

A. Arctic
B. blubber
C. continents
D. deserts
E. equator
F. fuel or fire
G. geyser
H. Holland
I. Indians
J. jungle
K. Korea
L. Louisiana
M. mountain
N. North America
O. oceans
P. Pacific
Q. Quebec
R. Rhode Island
S. Sahara
T. tributaries
U. United States
V. valley
W. west
X. x-rays
Y. Yellowstone
Z. zoo

A September Crossword Puzzle



Hidden States

1. Utah
2. Arkansas
3. Ohio
4. Oregon
5. Idaho
6. Missouri
7. Indiana
8. Texas
9. Iowa
10. Illinois
11. Colorado
12. California
13. Vermont
14. Kansas

The Authors

The games on these pages were developed by the following persons: Grace Stoner Clark, Cleo Humphrey, Bernice Walz, Ruth F. Chandler, and Sophia Sollers.

A Boy Learns to Read

Barbara W. Weldon, a teacher in Ridgewood, New Jersey, is the author of this interesting letter from slow Moe

Perhaps you will have a Moe Lasses in your class this year. You, too, can find a key to unlock the door to successful reading for him! Start your search early in the term. You may need lots of time!

Dear Teacher,

Do you want to know what to do about a boy who can't read? Maybe I can help you, because I was like that once.

Everyone used to say, "Don't you want to learn to read?" Of course, I wanted to read. I didn't like being slow.

One day my teacher said, "Forget about reading. Let's just talk." She asked what I did after school. That started me off. Then I was **really** interested. You see, I'm a baseball fan. I listen to the sports broadcasts and I watch the games on television.

My teacher didn't seem to know very much about baseball. I had a lot of explaining to do. She made notes while I talked. Then we read them to be sure they were right. Would you believe it? She had made mistakes. I had to read her notes carefully to check them.

Each day we discussed baseball. I think I taught my teacher an awful lot. Anyway, the stack of notes grew bigger. I started printing some of them myself. Finally, we decided to make a book of baseball facts.

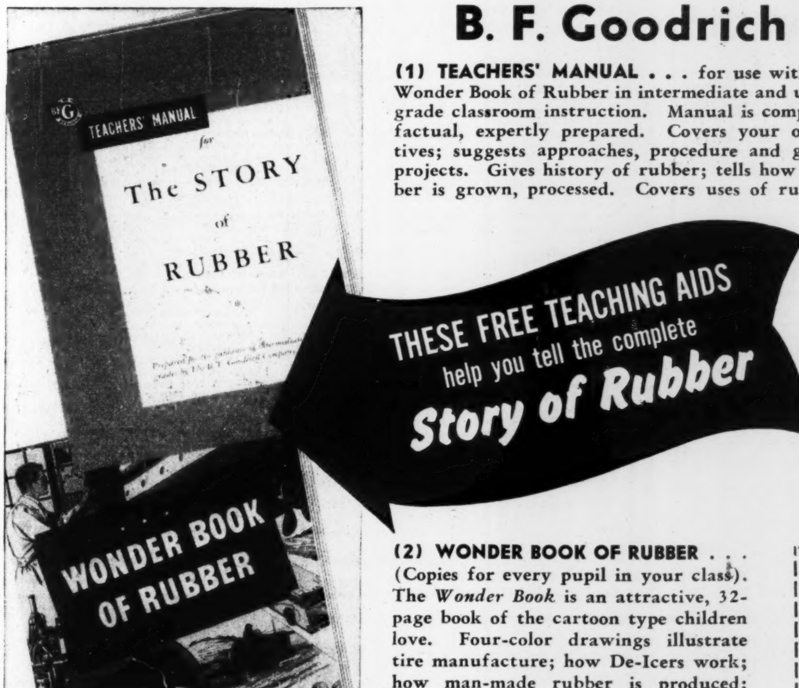
I felt we couldn't have a baseball book unless we wrote something about Jackie Robinson. He was hitting .325 and could steal home right under the pitcher's nose. What more was there to know? My teacher was curious. "Where did Jackie come from? Where did he go to school? How did he go to school? How did Jackie happen to become a ball player?"

I wouldn't admit that I didn't know these things. I made up my mind to find out. Gosh, but it was hard! I told my teacher I just had to learn to read.

Before long I could read anything about sports. We finished the baseball book and I drew pictures for the stories. One day I showed my book to the class. The other children were pleased because it was the only baseball book we had. It soon became the most popular library book among the boys. Even some of the girls read it.

A few days later one of my classmates asked me to help him read the baseball book. All at once I realized I could read. I don't quite know how it happened; but it did.

Moe Lasses



B. F. Goodrich Free Teaching Aids

(1) TEACHERS' MANUAL . . . for use with the Wonder Book of Rubber in intermediate and upper grade classroom instruction. Manual is complete, factual, expertly prepared. Covers your objectives; suggests approaches, procedure and group projects. Gives history of rubber; tells how rubber is grown, processed. Covers uses of rubber.

(2) WONDER BOOK OF RUBBER . . . (Copies for every pupil in your class). The *Wonder Book* is an attractive, 32-page book of the cartoon type children love. Four-color drawings illustrate tire manufacture; how De-Icers work; how man-made rubber is produced; preparation of crude rubber for market; uses of rubber in automobiles, airplanes, the home . . . and many other subjects pertaining to the story of rubber.

NOW! ONE OF TODAY'S MOST NEEDED TEACHING AIDS!

JOHNSON MAKES THE TEAM
A CASE HISTORY IN THE STORY OF
COMPETITIVE ENTERPRISE
IN AMERICA

You can use *Johnson Makes the Team,* a 32-page, four-color cartoon book, to show how the American system of competitive enterprise works and how each of us benefits from it. Copies for every pupil in your class. Designed to win the interest and attention of young people in upper grades, junior and senior high. Accompanying teachers' manual suggests activities for students, lists discussion questions, is keyed to text.

Public Relations Department
The B. F. Goodrich Company, Akron, Ohio
Please send me the free teaching aids indicated below:
☐ WONDER BOOK OF RUBBER.
Number of copies: ....
☐ JOHNSON MAKES THE TEAM.
Number of copies: ....
One teachers' manual will be supplied with each request filled. Additional copies available on request.
Name ....
School ....
Address ....
City.......... State..........

for Dependable News Educators choose Newsweek

the ONE magazine in which facts and opinion are clearly separated

More and more educators are turning to NEWSWEEK because they have found that NEWSWEEK can be depended upon to report the news with forthrightness and impartiality.

ONLY NEWSWEEK GIVES:

REPORTS: concise, unbiased coverage of all important news—verified for accuracy

ANALYSIS: balanced, impartial interpretations of news "significance"—distinct from the story

OPINION: incisive, clearly labeled "signed opinions" of outstanding authorities on critical issues

FORECAST: world-quoted Periscope Features predicting tomorrow's news with uncanny accuracy

NEWSWEEK covers all the news. For a complete, authoritative, thoroughly readable report of the week's news—from politics to sports, books to business, government, arts, sciences, international affairs to interesting trivia—you can rely on NEWSWEEK . . . The Magazine of News Significance.

Special Rate to EDUCATORS and LIBRARIANS
$4.50 FOR ONE YEAR
(Regular Rate $6.50) United States and Canada
Order must show school affiliation

SUBSCRIBE NOW

GOOD BOYS' READING BEGINS WITH BOYS' LIFE . . .

America's finest magazine for *all* boys.

BOYS' LIFE offers good, wholesome reading for *all* boys. Exciting, adventure-packed fiction with a sea, air and outdoors tang. "How to make it" crafts articles on everything from a tropical fish aquarium to an orange crate canoe. Features by famous coaches on playing the game and staying physically fit. Hobby sections on photography, amateur radio, stamp collecting. For these, plus camping, conservation, careers and countless other fine features,

BOYS' LIFE BELONGS ON YOUR READING LIST FOR *ALL* BOYS

12 issues $3.00 (1 yr.) **24 issues $5.00 (2 yrs.)** **36 issues $6.00 (3 yrs.)**

CHILD LIFE

Three gay, colorful excitement-packed magazines in one bring a world of magic to every child 3 to 10. (1) *Story Time:* by outstanding authors such as Thornton W. Burgess. (2) *Play Time:* puzzles, games, things to make and do. (3) *Picture Time:* humorous picture stories especially for children. Gay colors and appealing illustrations throughout. And letters to Aunt Dorothy from children all over the world.

Child Life—the children's own magazine

Widely used for teaching in both homes and schools

1 Year $3 2 Years $5 3 Years $7

Special Rate to Teachers, Schools, Libraries **$2.50**

There's Neber Any Question About . . . . . .

NATURE MAGAZINE

It comes into the home and school with the fresh, clean breath of the out-doors—with fascinating stories, illustrated with many pictures, about creatures found there—with information on birds, animals, fishes, insects and the whole world of the wild—with information on astronomy, outdoor photography, gardening, conservation of our natural resources and allied subjects.

A magazine for the SCHOOL, HOME AND LIBRARY

Teachers and students find it a storehouse of information on Nature subjects. A valuable source of ideas and excellent for reference and correlative reading. Dr. E. Laurence Palmer's notable educational inserts in alternate issues, and his school page in each issue, are becoming indispensable to many teachers of general science and nature study.

Regularly $4.00 a year. To Teachers, Schools, Libraries, etc. $3.25

PUBLISHED BY THE GIRL SCOUTS—FOR ALL GIRLS

Must READING FOR A MILLION GIRLS

—And more and more 10 to 17 year old girls are turning to The AMERICAN GIRL . . . with the approval of their parents . . . at the recommendation of teachers and librarians.

Each month's issue is crammed with the helpful, wholesome, entertaining reading every girl looks forward to—doesn't want to miss. For its specially edited and published for her and for ALL GIRLS by the Girl Scouts.

- FASHIONS
- GROOMING
- ETIQUETTE
- STORIES
- SERIALS
- CAREERS
- PATTERNS
- SPORTS
- CRAFTS

AMERICAN GIRL

24 ISSUES (2 YEARS) ONLY $4 — 12 ISSUES (1 YEAR) ONLY $2.50

MAGAZINES

for Every Need - - Order Now!

Fall is the easiest and most natural time for placing magazine orders in the school field. That's why THE INSTRUCTOR has established this service—to offer teachers the magazines that will meet all their needs on the best possible price and service basis. You will find it easy to send us ONE ORDER for ALL your magazines. Credit will gladly be extended.

Prices apply only in the United States. Prices for Canada and foreign countries will be quoted on request. In many cases substantial savings may be achieved by ordering for a period of more than one year. Two-year prices are quoted in the right-hand column.

	Sub. Term 1 Yr.	2 Yrs.
AMERICAN CHILDHOOD (10 nos.)	$4.00	$7.00
with THE INSTRUCTOR, ea. 1 yr.	7.00	......
with Jr. Arts & Activities, ea. 1 yr.	7.00	......
AMERICAN GIRL	2.50	4.00
AMERICAN HOME	2.50	4.00
AMERICAN MAGAZINE	3.50	5.50
Same—3 years	7.50	
AMERICAS (English, Portuguese or Spanish Edition)	3.00	5.50
ATHLETIC JOURNAL (10 nos.)	2.00	3.00
ATLANTIC MONTHLY	6.00	11.00
BETTER HOMES & GARDENS	3.00	5.00
Same—3 years	7.00	
BOYS' LIFE	3.00	5.00
CHANGING TIMES—The Kiplinger Magazine (12 nos.)	6.00	10.00
CHILDHOOD EDUCATION (9 nos.)	4.50	8.00
CHILD LIFE	3.00	5.00
To Teachers—1 year	2.50	
CHILDREN'S ACTIVITIES (10 nos.)	4.00	7.00
with THE INSTRUCTOR, ea. 1 yr.	7.00	......
CHILDREN'S DIGEST (10 nos.)	3.00	5.00
CHILDREN'S PLAY MATE	2.00	3.75
CHRISTIAN HERALD	3.00	5.00
CLASSICS ILLUSTRATED	1.80	
COLLIER'S, NATIONAL WEEKLY	5.00	8.00
Same—3 years	10.00	
COSMOPOLITAN	3.50	5.50
Same—3 years	7.50	
with Good Housekeeping ea. 1 year	5.00	——
COUNTRY GENTLEMAN (The sale of Country Gentleman subscriptions is intended to be confined to those persons having a bona fide interest in agriculture.)	1.00	——
Same—3 years	2.00	
CURRENT HISTORY	5.00	9.00
EDUCATIONAL MUSIC MAGAZINE (Quarterly)	1.50	2.75
Same—3 years	4.00	
ELEMENTARY ENGLISH (8 nos.)	3.50	......
ELEMENTARY SCHOOL JOURNAL (9 nos.)	4.50	......
ESQUIRE	6.00	10.00
ETUDE, MUSIC MAGAZINE	3.50	6.00
FORECAST (Food) (10 nos.)	3.50	6.00
FORTUNE—Magazine of Management		
New Subs.	12.50	19.00
Renewals only	10.00	15.00
GOOD HOUSEKEEPING	3.50	5.50
with Cosmopolitan ea. 1 yr.	5.00	......
HARPER'S MAGAZINE	5.00	8.00
HIGHLIGHTS FOR CHILDREN (10 nos.)	5.00	9.00
To Schools and Libraries	4.00	
HOLIDAY	5.00	8.00
Same 9 months	3.50	
This special offer for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		
HOUSE BEAUTIFUL (12 nos.)	5.00	7.50
HUMPTY-DUMPTY'S MAGAZINE 10 Iss.	3.00	5.00
IDEALS (Paper Cover) (6 nos.)	6.50	12.00
THE INSTRUCTOR (10 nos.)	4.00	7.00
with American Childhood, ea. 1 yr.	7.00	......
with Children's Activities, ea. 1 yr.	7.00	......
with Children's Digest, ea. 1 yr.	6.00	
with Highlights for Children, ea. 1 yr.	7.75	......
with Jr. Arts & Activities, ea. 1 yr.	7.00	
JACK & JILL	2.50	4.00
Same—9 months	1.75	
This special offer is for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		
JUNIOR ARTS & ACTIVITIES (10 nos.)	4.00	7.00
with THE INSTRUCTOR, ea. 1 yr.	7.00	......
with American Childhood, ea. 1 yr.	7.00	......
with Children's Activities, ea. 1 yr.	7.00	......
LADIES' HOME JOURNAL	3.00	5.00
Same—3 years	7.00	
Same—9 months	2.00	
This special offer is for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		
LIFE	6.75	11.00
To Clergymen & Educators, 1 yr.	4.00	
LOOK (26 nos.)	3.50	6.00
MADEMOISELLE	3.50	6.00
McCALL'S MAGAZINE	2.50	4.00
NATURE MAGAZINE (10 nos.)	4.00	
To Libraries, Schools, Educators and Clergy (10 nos.)	3.25	
NEWSWEEK—Magazine of News Significance	6.50	
Same—2 years, new	10.00	
Same—2 years, renewal	8.00	
Special rate to Clergy, Educators, and Libraries	4.50	8.00
OMNIBOOK	3.65	7.00
OPEN ROAD FOR BOYS	2.00	3.00
OUTDOOR LIFE	3.00	5.50
PARENTS' MAGAZINE	3.00	5.00
with INSTRUCTOR	6.50	......
PATHFINDER (26 issues)	2.50	4.00
Same—3 years (78 issues)	5.00	
PLAYS (8 nos.)	4.00	7.00
POPULAR MECHANICS	3.50	6.00
POPULAR SCIENCE MONTHLY	3.00	5.50
PRACTICAL HOME ECONOMICS (10 nos.)	3.00	5.00
PROGRESSIVE EDUCATION (7 nos.)	4.25	7.50
QUICK—News Weekly for Busy Readers	4.00	7.00
Radio and Television News	4.00	7.00
Same—3 years	9.00	
READ—1-4 copies to 1 address	1.50	
5 or more copies to 1 address	.80	
READER'S DIGEST	3.00	
Same—2 years or two 1 yr. subs. ordered by the same person	5.00	
REDBOOK	3.00	5.00
SATURDAY EVENING POST	6.00	10.00
Same—3 years	14.00	
Same—School Offer (35 weeks)	3.50	
This special offer is for Students, Schools, Libraries, and Teachers only, U. S. and Canada.		
SATURDAY REVIEW OF LITERATURE	7.00	12.00
SCHOOL ARTS MAGAZINE	5.00	......
SCHOOL MUSICIAN (10 nos.)	2.00	3.50
SCIENCE DIGEST	3.00	5.00
SCIENTIFIC AMERICAN	5.00	9.00
SENIOR SCHOLASTIC		
Teachers' Edition (30 nos.)	2.00	......
Students' Edition (30 nos.)	1.30	......
STORY PARADE (For Boys and Girls) (10 nos.)	3.00	5.50
TIME—Weekly Newsmagazine		
New and renewal subs.	6.00	10.50
To Educators, Clergymen	4.75	
TODAY'S HEALTH	3.00	5.00
UNCLE RAY'S MAGAZINE (10 nos.)	2.50	4.00
U.S. NEWS-WORLD REPORT	5.00	8.00
WEE WISDOM (For Boys and Girls)	2.00	4.00
WHAT'S NEW IN HOME ECONOMICS (10 nos.)	3.50	6.00
WOMAN'S HOME COMPANION	3.00	5.00
YOUNG AMERICA—Now READ		

THE INSTRUCTOR SUBSCRIPTION AGENCY, Dansville, N. Y.

Enter my subscription ☐ new or ☐ renewal to THE INSTRUCTOR, starting with the .... issue.

IN952

☐ One Year **$4** ☐ Two Years **$7**

Send me also the magazines listed below:

....

....

....

....

This order totals $....................

☐ Enclosed is $.................., payment in full. ☐ Bill me. I will pay in 30 days.

NAME ....

St. or R.D. ....

Post Office and Zone .... **State** ....

They Learned Traffic Safety

For credit, see page 91

On page 91 are color photographs of a safety project at the Roosevelt School, New Rochelle, N.Y. Ralph Greater, a highway consultant, worked with Principal Orlo Jenney on the construction of a safety course. Second- and third-graders participated in the project.

Many people, including teachers, parents, the school custodian, and the police department, assisted; and soon a portion of the playground was marked off with highway equipment to make intersecting streets and roads. Tricycles and toy cars were rounded up to supplement the pedal-operated cars which were loaned by the Austin Company of England. A police officer then visited the school to instruct the children.

The children took turns as motorists and pedestrians, the object being to walk or drive around the course without breaking a traffic rule. Offenders had to appear before a class traffic court and later try the course again. In the classroom, the children discussed safety rules, learned to operate the signals (see photo on this page), and tied the project in with their studies.

Mr. Jenney and the teachers participating felt the experiment was very worth while. There was a marked improvement in obedience to traffic regulations. Doing things the safe way became the fashion. Parents reported that the children talked safety to them and observed adult violations of traffic rules.

Perhaps your school could introduce a similar safety program.

NOW good reading is good fun for children of all ages!

CHILDREN'S DIGEST—132 colorfully illustrated pages of the best in current and classic reading for children 5 to 12. Ideal for remedial and English classes. Eagerly read by average or avid readers—stimulates poor or indifferent readers.

1 year (10 issues) $3 • 2 years (20 issues) $5

HUMPTY DUMPTY'S MAGAZINE—for little children 3 to 7. This unique new magazine offers 132 delightful pages of activities, Read-Aloud and Tell-Me-Stories, Stories for Beginners to delight and instruct children of kindergarten and primary school age!

1 year (10 issues) $3

COMPACT—the pocket magazine for young people brings 164 lively pages of fact, fiction and fun for teen-age boys and girls, including two condensations of outstanding books, careers, fashions, movies, personalities. Ideal for educational and recreational reading.

1 year (10 issues) $3

Published by the Publishers of PARENTS' MAGAZINE

PARENTS' MAGAZINE—a longtime favorite with teachers and parents! They rely on PARENTS' MAGAZINE for information on child psychology, discipline, training, children's books, movie guide and programs for P. T. A. meetings.

1 year $3 • 2 years $5 • 3 years $7

Teachers Use • Children Choose

STORY PARADE

- *A Special School Supplement* gives valuable tips on how to use stories and features in exciting classroom projects.
- *Lively stories* make book-worms out of 6-to-12-year-olds. A New York school found each copy had over 200 readers!
- *Short articles* teach as they entertain. Science experiments, biographies, and historical sketches teach valuable lessons.

"By any measure the most artistic and literary of today's children's magazines."
—The Library Journal, January 15, 1951.

1 year $3.00 2 years $5.50 3 years $7.50

Get the best effort from every child
Get greater satisfaction from your teaching

HERE, AT LAST, THE HELP YOU ASKED FOR, EVERY MONTH IN THE NEW

JUNIOR Arts AND ACTIVITIES
CREATIVE ACTIVITIES FOR CLASSROOM TEACHERS

Praise pours in

Just a few typical comments from hundreds of letters sent to us by classroom teachers, art supervisors, state directors of art, college and university professors—

Dale Goss, Director, *Art Education*
Seattle Public Schools

"The policies pursued by you are inspiring classroom teachers to raise their standards and improve their methods."

A. G. Pelikan, *Director of Art Education*, Milwaukee Public Schools

". . . the articles and illustrations are in accord with the best educational procedures and ideals."

Mary Leath Thomas, *Art Supervisor*, Athens, Georgia

". . . it is the only art magazine for schools that I am willing to recommend."

Mrs. Flossie Guyer Kysar,
Art Education Consultant
Fort Worth Public Schools

"At last we have a magazine which emphasizes in every way the philosophy of art education as we are trying to teach it."

Reid Hastie, *Assistant Professor, College of Education*, University of Minnesota

". . . a magazine that we in teacher education can heartily recommend."

Gladys L. Bate, *Supervisor of Art*
Wichita Public Schools

". . . I cannot commend too highly the help we are also receiving from the sections, Art Appreciation, Books of Interest, Audio-Visual Guide, and Shop Talk."

Enrich your curriculum

Now! Let the nation's leading educators show you how

Never before have so many noted educators joined forces in order to assure the best possible every-day guidance for you. JUNIOR ARTS AND ACTIVITIES is the only magazine devoting all its efforts to helping you plan and carry out **approved** CREATIVE art and craft programs. Just look at these star-studded names—

DR. F. LOUIS HOOVER, EDITOR
Director, Division of Art Education, Illinois State Normal University, Normal, Ill.

EDITORIAL BOARD

IVAN E. JOHNSON, Consultant in Art Education
Dallas Independent School District
President, Western Arts Association

DR. ANN M. LALLY, Director of Art
Chicago Public Schools

HELEN J. COPLEY, Director of Art Education
Detroit Public Schools

SHIRLEY POORE, Supervisor of Art
Long Beach, California Public Schools

ARNE RANDALL, U.S. Specialist in Fine Arts
Washington, D. C.

MARION QUIN DIX, Supervisor of Art Education
Elizabeth, New Jersey Public Schools
Vice-President, National Art Education Association

EDITH L. NICHOLS, Acting Director of Art
New York City Public Schools

ROSEMARY BEYMER, Director of Art
Kansas City Public Schools

MARION E. MILLER, Director of Art Education
Denver Public Schools

PHYLLIS LOGAN, Supervisor of Art
Tucson Public Schools

No wonder JUNIOR ARTS AND ACTIVITIES is the **first** magazine recommended by your art supervisor. It is edited by those who **know** the best in art education.

FREE TEACHING AIDS

The latest books, samples, and catalogs offered by school suppliers throughout the nation are classified and listed in every issue on our up-to-the-minute One-Stop Shopping page. These are available to you without charge through our Reader Service Department.

SENSATIONAL MONEY-BACK GUARANTEE

If, after three issues, you do not conclude that the new JUNIOR ARTS AND ACTIVITIES is the most helpful, valuable teacher publication you have ever subscribed to, the publisher will, without question, refund your full payment immediately.

10 BIG ISSUES - ONE FULL YEAR - ONLY $4.00
Subscribe Now! Mail This Coupon Today

To JUNIOR ARTS AND ACTIVITIES
514 N. Dearborn St.
Chicago 10, Ill.

Please enter my subscription for JUNIOR ARTS AND ACTIVITIES for

☐ **1 year, $4.00** ☐ **2 years, $7.00**

Name ....

Address ....

City and State ....

$.................... enclosed. ☐ Bill me later.

PALFREYS'

FOR EVERYTHING YOU NEED IN

Practical Aids to Teaching!

If we do not have what you want, we will try and get it. We carry the most complete line of Teaching Aids and Educational Materials found in the West.

- ABACUS
- ADDRESSING MACHINES
- ALPHABETS: NUMBERS, ETC.
  - Stencils
  - Pin Letters
  - Wall Cards
- ANAGRAMS
- ANIMALS
- ART MATERIALS
- BEADS AND BEAD LACES
- BOOKS:
  - Hectograph
  - Liquid Process or Spirit
  - Story and Picture Books
  - Cloth Books, Novelty
- BOOK SAVER MATERIAL
- BUILDING BLOCKS
- BULLETIN BOARD CHARTS
- BUTTON MOLDS
- CLAY—Modeling Sets
- CLEANING SETS
- CLOCK DIALS
- COLOR CUBES
- COUNTING BLOCKS
- COUNTING FRAMES
- DIRMA KLEEN: Carbon and Paint Cleaner
- DISHES
- DOLCH, PROF. E. W., MATERIALS
- DOMINOES
- EDUCATIONAL GAMES
- ENTERTAINMENT AND PLAYS
- FARM SETS AND FARM ANIMALS
- FLANNEL BOARDS AND MATERIALS
- FLASH CARDS
- FOUNTAIN BRUSH OR FLO-MASTER
- GELATIN DUPLICATORS AND SUPPLIES
- GOLDEN BOOKS
- GREAT PICTURES
- HECTOGRAPH BOOKS
- HOLGATE TOYS
- INLAY PUZZLES
- INSTRUCTOR ILLUSTRATED UNITS
- IRONS AND IRONING BOARDS
- JIFFY JIG-SAWS
- JUDY PUZZLES
- JUMBO CLOCK
- JUNIOR EFF. DUPLICATOR
- KNITTING SPOOLS, LOOMS, ETC.
- LIQUID PROCESS DUP. BOOKS
- LOTTO GAMES
- MAGAZINES
- MAPS—Poster and Puzzle
- MASTER ADDRESSER AND SUPPLIES
- MATCHETTES
- METAL MONEY
- MISCELLANEOUS BOOKS
- MODELING CLAY, PLASTELINE
- MOTHER HUBBARD SEATWORK BOOKS
- MUSIC MATERIALS
- NATURE BOOKS AND GAMES
- PAINTS—Finger, Cray-offs, Payons, Poster, Water Colors
- PAPER: Cellophane, Crepe, Finger Paint, Duplicating, Construction
- PAPER DOLLS AND SETS
- PEGS AND PEG BOARDS
- PHONETIC MATERIAL
- PICTURES
- PIN LETTERS
- PLAN BOOKS
- PLUS-LITE BOARDS
- POSTERS, CHARTS, ETC.
- PRINTING SETS
- PUZZLES:
  - Cardboard
  - Map
  - Wooden Inlays
- PUZZLE CABINETS
- RECORDS
- RHYTHM BAND SETS
- SEWING CARDS
- SIFO PUZZLES
- SPEECH MATERIALS
- SPELLING GAMES
- SPIRIT BOOKS
- SPIRIT DUPLICATORS
- STAPLES AND STAPLERS
- STENCILS, Alphabet and Sets
- STORY BOARDS
- STORY BOOKS
- STORY TOYS—Wooden
- TRAINS
- TRUCKS WITH RUBBER TIRES
- WHEELS
- WOODEN TOYS

PALFREYS' SCHOOL SUPPLY CO.
Catalogue of
PRACTICAL
AIDS TO
TEACHING

SEND TODAY for our latest Issue of "PRACTICAL AIDS TO TEACHING". A complete new illustrated catalogue of the many materials listed above and many, many more.

Enclose 10c for the cost of handling and mailing.

We stock highest quality merchandise at lowest possible prices.

125 Liquid Process Books to help you.

PALFREYS' SCHOOL SUPPLY CO.

7549-51 E. Garvey San Gabriel, California

SNAKE TRAPS

Dorothy J. Newbury

Director of Elementary Education,
State Normal and Industrial College,
Ellendale, North Dakota

THIS is the story of Gerald and what happened in a first-grade art class. "Now, children, let's talk about our pictures," Miss Brown suggests. It is the third week of school, and they have been working with colored chalk on 12″ x 18″ manila paper. Previously they had discussed "things we've seen in the country." Without any help or suggestions from the teacher, the children have sketched in chalk their impressions as inspired by this discussion. Thirty-five drawings are waiting on as many small desks for her comments.

Here are green and brown blobs of trees with apples. Here's a big duck on a pond. Red, green, and yellow scrawls of six-year-olds usually suggest something faintly recognizable.

On the third desk from the front, before a shy, towheaded little boy, the drawing is only a maze of circles in black and yellow. Surely it resembles nothing. Miss Brown can have no clue as to what it might be because Gerald took no part in the discussion. He has not said a word in three weeks!

What will Miss Brown say when she sees this incomprehensible maze? Will she say, "Now what could that be?"—the incredulity in her tone of voice freezing the towhead more than ever?

How many parents and teachers greeted the first art efforts of little children with an amused, "Now what is that?" or "That doesn't look like anything to me."

Is it intuition that touches this teacher or has she studied child psychology? Miss Brown's voice is soft, warm, and comforting as she looks at Gerald's scrawling lines. "I think there might be a nice story about Gerald's picture," she says. "Tell us about it, Gerald."

Then it happens. The shy little fellow is transformed into a confident, enthusiastic youngster. He holds his picture over his head so all can see. His eyes are sparkling; timidity has turned to vigorous, childlike animation.

"Snake traps," Gerald says in a sure voice, drawing out *s-s-snake* and clipping off the *traps*. He beams joyfully as he looks into all the eyes that are looking at him. Gerald has made his first public speech. It revealed an imaginative art expression which might have been lost. It was discovered instead by a tactful teacher who knew how to set a shy boy on the path to social adjustment.

Gerald had never been in the country, nor had he seen snake traps. Two days before he had sat silently while another child described how snakes are caught in the Rockies.

Art, imagination, Miss Brown—these were the three keys which unlocked for Gerald the golden door of happy discourse into the kingdom of social adjustment.

Dividend No. 1 on YOUR Vacation Trip!

There'll be many more dividends to "cash" during the coming months—for the benefit of your pupils and your friends—but Dividend No. 1 is the opportunity to tell about your experiences through the

$1,000 Travel Contest of THE INSTRUCTOR

—the magazine famous for its interest in teachers' travel. This Contest offers 46 Cash Prizes (see below) to writers of the best manuscripts 1,500 to 1,800 words in length—and Instructor Illustrated Resource Units to all non-winners who observe the Rules; but keep in mind that the Contest

Closes October 15th!

All manuscripts must reach Dansville by this date.

The top winning accounts of travel will be published in full in the spring issues of THE INSTRUCTOR, and excerpts from many others will be given.

YOU ARE ELIGIBLE . . .

¶ If your trip has been taken since *October 15, 1951.*

¶ If you are a teacher in active service (or subject to call as a substitute) in a public, private, or parochial school or institution of higher education.

¶ If you are employed by a school, school system, or college in administrative, supervisory, or library work.

¶ If you make tutoring your vocation.

Exception: If you received 1st, 2nd, or 3rd prize in any previous Instructor Travel Contest, you are not eligible.

Your travel may have been by any public or private means of transportation.

To enter the Contest, simply fill out and send the Entry Blank, being careful to write plainly. We will mail you a copy of the Rules, with Cover Sheet for your Contest manuscript.

Clip and mail the Entry Blank NOW—pasted on a postcard or first-class in an envelope. *Address: TRAVEL EDITOR, THE INSTRUCTOR, Dansville, N.Y.*

THE INSTRUCTOR is a member of the National Association of Travel Organizations — the NATO.

46 CASH PRIZES TOTALING $1,000

First Prize	$ 250.00
Second Prize	150.00
Third Prize	75.00
Fourth Prize	60.00
Fifth Prize	40.00
Sixth Prize	25.00
40 Prizes of $10.00 each	400.00
	$1,000.00

1952 *Travel Contest* THE INSTRUCTOR Magazine, Dansville, N.Y.

Please send me your Contest Rules, with a Cover Sheet for the Travel Letter I expect to write, telling about my vacation trip. I have been to ____

My Name is (If Mrs., so state) ____

Street or R.D. ____

P.O. & Zone ____ State ____

Grade & School (or other position) ____

Please send copies of your announcement to the following teacher friends:

(NAMES) (ADDRESSES)

COLORFUL
FAIRY-TALE INSERT PUZZLES
Pictured are just two of our large selection of gay and durable puzzles.

by Sifo
The Three Bears
5V
4M

Puzzle sizes are 9" x 12" and are for children from 2 to 6 years of age.
SIFO
353 Rosabel St.
ST. PAUL 1,
MINNESOTA

GLITTERING Christmas Cards
MAKE $50.00 AND MORE! CASH
Personal Christmas Cards, Sparkle like Diamonds! Shimmering, Twinkling folders everyone will love. Show this new sensation to friends, neighbors. Extra Money! Christmas & Everyday Boxes. Name Imprinted cards, 50 for $1.25, up. FREE GLITTERING SAMPLES plus assortments on approval. WRITE TODAY.
FREE SAMPLES
CHAS. C. SCHWER CO., 7E Elm St., Westfield, Mass.

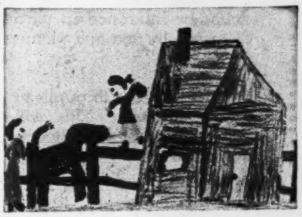
TEACHERS! YOU CAN Borrow by Mail $30 to $300
ON YOUR Signature ONLY
SMALL MONTHLY PAYMENTS!
Loans made entirely by mail — No Agent will call upon you.

LOW COST! CONFIDENTIAL SERVICE
We will loan you CASH, quickly, to consolidate debts, to make seasonal purchases, to further your education, for vacation or travel, or for any other purpose.
Interest charged only for the time you use the money and at Iowa's LOW Lawful Interest Rate.
Our loans are entirely confidential—we do not contact your friends, relatives, or employer.
No Payments DURING SUMMER MONTHS
If you need CASH now or will need it soon, use coupon below to write for complete information.
LICENSED BY AND BONDED TO THE STATE OF IOWA.
MUTUAL LOAN COMPANY
Dept 5, SIOUX CITY 2, IOWA
Gentlemen: Without cost or obligation, send details of your "Borrow By Mail" Plan for Teachers.
NAME__________
ADDRESS__________
CITY__________ STATE__________

FUN TIME

Maude Linstrom Frandsen

Teacher, Second Grade,
Public Schools,
Aurora, Colorado



To develop an atmosphere for creative work with a new group of pupils, we set aside a period called "Fun Time." In the beginning, the results are limited because some children have been curbed in their ways of expressing an idea. The child's confidence must be guarded; suggestions and criticisms should be few and carefully stated.

Many devices are employed to set the stage for free expression. Using color words, like *red, yellow,* and *blue,* we make pictures with each so their meaning is developed. We do things like this: "Cherry, Lemon, and Blueberry were three little lollipops who went out for a walk."

Action words, *stepping, walking,* and *rolling,* are discussed; names of objects, such as *cloud, grass,* and *street,* help to stimulate thinking; "effect" words, like *bow down* and *tired,* are named.

At first, a sentence using color words may be read from a poem or composed by the teacher. The children will soon want to make up a sentence and create a picture. The more words of description are used, the more fun it is. Here is one child's thought: "The jolly old pink cloud blew his breath on the little green tree." Another said, "The big old tree bowed down when the great big wind went by."

Color, objects, and action seem to be the small child's commonest choices for free expression. The picture reproduced on this page tells the story: "Mary walked on the fence to feed the brown pony." The more a child can put into the picture, the more he is growing in freedom of expression. (Notice that the pony is being fed an apple though the sentence did not mention what Mary fed him.)

Creating an effect of action is difficult, but interesting to do.

After the children have grown in creative expression, the pictures can be made first. Then let the class have fun making up sentences to fit them. The child who drew the picture can decide whose description is best.

This type of expression carries over into oral expression, when it is realized that the house is more than a house; it is a *red* house. In advanced grades, an awareness of adjectives, nouns, verbs, and adverbs develops.

CHILDREN love it . . .
for Writing Drawing Spelling Arithmetic

MAGIC School SLATE
Magic the way they like to work on a Magic Slate!

WRITE without a pencil
ERASE without an eraser
25c AT YOUR SCHOOL DEALER
CATALOG of Educational TOYS on request.
Strathmore
AURORA • ILLINOIS

Square Dancing
can be
So Easy to Learn...
So Easy to Teach...
With These Square Dance Records with Progressive Oral Instructions and Calls by ED DURLACHER

Here is the easy and economical way to give square dance instructions in your school . . . the HONOR YOUR PARTNER series of square dance records.
Each record in albums 1 to 4 starts with simplified, progressive oral instructions by Ed Durlacher—instructions easily understood by school children of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The TOP HANDS, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, ED DURLACHER.
The fifth album in the series contains music only, without calls or instructions—"The Square Dance Caller's Delight." If you like calling square dances, you'll LOVE doing the calls with this music behind you!
AN ENTHUSIASTIC USER REPORTS...
"*The square dance album 'Honor Your Partner' is all that you claimed it to be—we tried out the records on a group of eighth grade students and they picked up the instructions without difficulty. In the space of thirty minutes, this group,* which had never square danced before, *were doing the figures in an expert fashion. The records were also a hit at the adult square dance which we held last night.*" Alfred Elliott, Recreation Director, Greenwood, Mississippi.
All records are guaranteed against breakage, FOREVER.
HONOR YOUR PARTNER
You'll want to learn more about the HONOR YOUR PARTNER albums. Write today for a descriptive folder.
SQUARE DANCE ASSOCIATES
Dept. IN-10, Freeport, N. Y.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use the following address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **NATIONAL COTTON COUNCIL, Box 76.** Please send .... copies (limit 25 per class) of your "1952 Pattern Service for Sewing with Cotton Bags," suggesting ways to re-use thrifty cotton bags in home sewing and class projects. 71

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **PAN-AMERICAN COFFEE BUREAU, Educ. Dept.** Please send me a sample copy of your book "COFFEE - THE STORY OF A GOOD NEIGHBOR PRODUCT." (Especially designed for 5th and 6th grade pupils.) 299

Name .... Grade ....
School Name & Address ....
City .... Zone .... State 9-52

FREE **LETCHER VISUAL AIDS.** Please send me a free copy of your catalog, "Classroom Beauty," describing the Letcher Visual Aids. 378

Name .... School ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **AMERICAN VISCOSE CORPORATION.** Please send me: FREE Rayon Teaching Units: ☐ (TA) Grades 1-3 Kit; ☐ (TB) Grades 4-8 Kit; ☐ (TD) Science Kit. 22

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **WEBSTER PUBLISHING COMPANY.** Please send me full information about your HILD (high interest - low difficulty) Corrective Reading Program for grades four and above. 39

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **BENTON REVIEW PUBLISHING CO., INC.** Please send me one free sample poster from a Magic Teacher POSTER WEAVE Set for Primary Grades. 78

Name .... Grade ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **A. B. DICK COMPANY, Dept. M.** Please send me information about: ☐ Stencil Pencil, ☐ Handwriting Stencil, ☐ MODERN mimeographs; ☐ Other A. B. Dick special products for schools. 332

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **A. B. DICK COMPANY, Dept. S.** I'd like more information about CLEEN-SEAL masters and the complete line of A. B. Dick products for spirit duplicators. 332

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **SCOTT, FORESMAN AND COMPANY.** Please send me your 16-page, full-color booklet of sample lessons on oral and written language, handwriting, and spelling, an integrated program for Grades 1 and 2. Ask for #250. 407

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

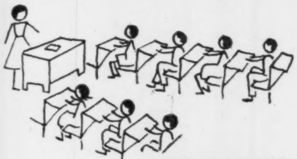
AUTUMN LEAVES

Avis Stephenson

Teacher, Rural School, Marion No. 4, Stratford, Iowa

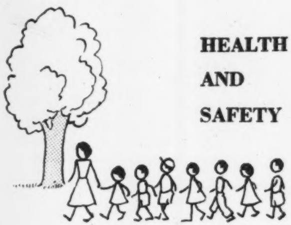
Each year, autumn leaves in their rainbow hues delight the eye and inspire the poet and artist. Because children especially enjoy the color and rustle of these leaves from Nature's palette, they will no doubt be interested in participating in the many types of activities described by text and pictures in the following columns.

Discuss leaves with pupils to arouse interest. This will lead the class to suggest activities.



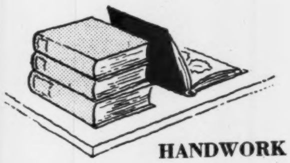
MOTIVATION

Hike with pupils to obtain specimens.



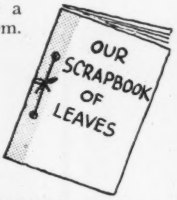
HEALTH AND SAFETY

Dry and press specimens between pages of book.



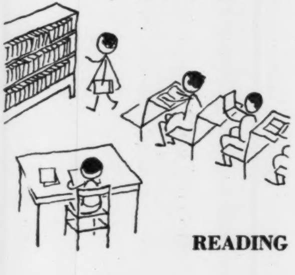
HANDWORK

After the different types of leaves are mounted and labeled, make a booklet of them.



ART AND LANGUAGE

Children read references about leaves in science books, encyclopedias, and elsewhere.



READING

Pupils' Poem

RAINBOW LEAVES

Rainbow colors and hues
Have nothing on you.
Big leaf, little leaf,
Golden gleam, reddish tinge,
You outrival the rainbow!

LANGUAGE

Pupils' Story

OUR LEAF HIKE

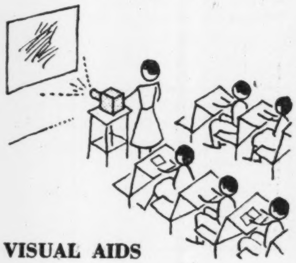
We went on a hike and all of us gathered pretty colored leaves. We are going to study about them.

We found many different kinds of leaves. Billy found some maple leaves. Our teacher picked some red oak leaves. Susan found some yellow leaves.

Some other kinds we found were: walnut, ash, hickory, willow, elm, and some large basswood leaves.

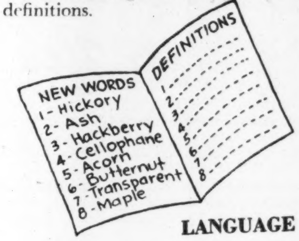
LANGUAGE

View motion pictures or filmstrips. (Good materials are obtainable from loan libraries, also screens and projectors.)

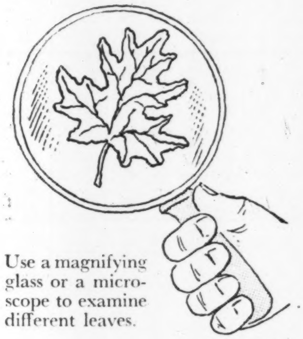


VISUAL AIDS

List new words and their meanings or definitions.



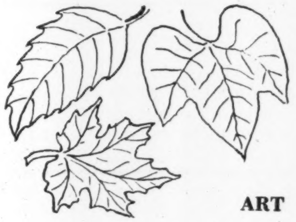
LANGUAGE



Use a magnifying glass or a microscope to examine different leaves.

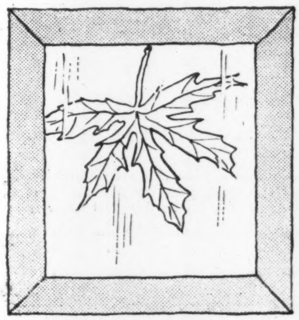
SCIENCE

Draw leaf shapes and fill in color with crayons, colored pencils, or water colors to match natural coloring of leaves.



ART

Mount pressed specimens on colored construction paper which harmonizes with the leaf color. Finish pictures by using cardboard backing, cover with transparent paper or glass, and seal edges with gummed cloth or paper tape, or place in frame.



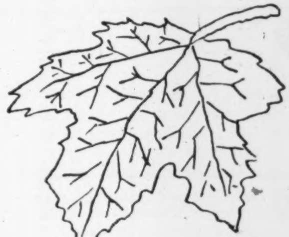
ART AND HANDWORK

Make a list of the *uses of leaves:*

1. Provide shade and beautify the landscape.
2. Manufacture food for the tree or plant.
3. Produce moisture.
4. Serve as food for some kinds of worms and insects.
5. Serve as shelter for birds.

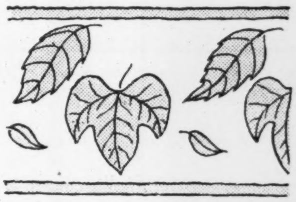
SCIENCE

Make freehand leaf drawings.



ART

Make an attractive decorative border for the bulletin board, using real leaves, or leaves drawn and colored by the children.



ART

Summary of Children's Experiences

1. Learned to spell new words and use them in sentences.
2. Learned meanings and definitions of these words.
3. Became familiar with names of many different trees.
4. Learned the various uses of leaves.
5. Increased interest in outside reading.
6. Developed appreciation of nature.
7. Developed keener appraisal of all areas of study.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use the following address:
THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **ROW, PETERSON AND CO.** Please send me your descriptive literature on ☐ THE REAL PEOPLE SERIES, ☐ THE FILM-STORY BOOKS. (See ad on Page 16.)

212

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 1 - 2 - 3.

9

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **CEREAL INSTITUTE, Inc., Educational Director.** Send me Breakfast Teaching Unit for GRADES 4 - 5 - 6.

9

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **WHEELER PUBLISHING COMPANY.** Please send me information about your graded, basic, corrective reading series for retarded readers and slow learners.

405

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **FIRST LOAN COMPANY, Dept. P-133.** Please send me, in a plain envelope, complete information about your Borrow-By-Mail service for teachers, as described on Page 3.

328

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **TEACHERS CASUALTY UNDERWRITERS.** I am interested in knowing about T.C.U.'s "10-Way Protection" Policy against accident, sickness, and quarantine, at a cost of less than a nickel a day.

18

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **SOCIETY FOR VISUAL EDUCATION, INC.** Please send me a free copy of the new SVE Visual Review No. 52-1 "SETTING UP CRITERIA FOR THE SELECTION OF FILMSTRIPS" by Irene F. Cyper, Ph.D., Asst. Professor of Education, New York University.

197

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **BECKLEY-CARDY COMPANY.** Please send me your No. 53 Teachers' Buying Guide which catalogs over 3,500 teaching helps.

35

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **THOMPSON'S.** Please send free sample of Stik-tack Miracle Discs so that I may try them for putting up charts, maps, children's papers, etc., on walls, windows, blackboards, without tack or tape damage.

420

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

To the Beginning Teacher

Isabelle Marentz

Teacher, Third Grade, Merrymount School, Quincy, Massachusetts

YOU'VE been preparing four years for this occasion. You've struggled through psychology of learning and history of education. You've been exposed to the ages—chronological, mental, and educational. You've studied profiles—not of faces, but of graphs. You've wandered through the maze of percentiles, quartiles, norms, deviations, grade equivalents, medians, and averages. Now, you have a degree in education, AND a contract to teach.

The only thing you lack is experience—and that comes with time. For the present, let me share some of mine with you, so that the road ahead will have a few signs which may prove helpful.

First of all, you should have an inexhaustible supply of kindness, since you need to spread it over so many, so often. Without it, you won't get very far with your pupils. Don't be afraid you'll smother them with kindness. There's little danger of being too kind.

In manners you set the pattern. If you expect "please" and "thank you" from the children, be sure to extend the same courtesy to them.

There are bound to be some mornings when you come to class not in the best frame of mind. Before opening the classroom door, speak to yourself in a firm voice, saying, "I'm not going to take this out on the class," and repeating this at intervals. If you are upset, every incident becomes magnified. By the end of the day you're worn out and you'll find that you haven't taught much either. So, be on guard, and don't permit your personal life to enter the classroom.

Some children have winning ways and you are likely to single them out for special attention without realizing it, or perhaps you will realize it. In either case, beware of playing favorites! When a child is designated as "teacher's pet," he loses the respect of the other children. But don't be afraid to praise any child when he earns it. A word of commendation is long cherished.

The highest praise that any teacher can receive from her pupils lies in the spontaneous expression, "She's a fair teacher." Make sure that it is possible for your class to say that about you.

Children realize that they come to school to learn and they like to be busy! If you don't plan an interesting program with them, they say, "Oh, we don't do anything but play. We don't learn much." Be sure the work challenges the abilities of all. You'll also have to watch that you don't give them so much to do and make it so hard that the activity drags on and on.

You will soon know how much each group in your class can handle. See that the work is done to your satisfaction. "Done to your satisfaction" means it is the best that each child is capable of doing. Accepting slipshod, untidy papers isn't for the best interest of the child. A child will try to adopt the standards which are set up early in the year through class discussion.

So far, I haven't mentioned *discipline* and I should like to omit the word entirely, but I feel that it is necessary to touch on it briefly. Although there are several meanings, the one most commonly attached to it is the teacher-pupil relationship. It's only when a teacher lacks the respect and control of her class that she needs to make use of some form of discipline which we commonly think of as punishment. If you find it necessary to resort to this too often, you will not be much of a success as a teacher.

Since this is your first year, you are confronted with the problem of knowing just what you should teach. If your school system has outlines or study guides, by all means use them. Your principal or supervisor can be of great help in this respect too. If there are no guides or courses of study, the quickest and easiest way to find out what you should teach is to ask the teacher of the grade above you what she expects the class to know when they come to her. She is

Field trips, taken early in the fall, are specially good for establishing a happy teacher-pupil relationship for the year.

Courtesy, Public Schools, Madison, Wisconsin

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use the following address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **THE GREYSTONE CORPORATION.** Please send me free catalog and without obligation the following record: (one only) ☐ A Visit to My Little Friend; ☐ Little Indian Drum; ☐ Working on the Railroad.

421

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **EYE GATE HOUSE, INC.** Please send me your colorful brochure which describes the Eye Gate Filmstrip Club Plan, and the fully illustrated 1952-1953 edition of the Eye Gate Filmstrip Catalog.

291

Name .... Position ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **IROQUOIS PUBLISHING CO., INC.** Please send further information on the title or titles checked: ☐ NUMBERS AT WORK—Arithmetic texts; ☐ HEROES OF OUR AMERICA.

337

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **HAYES SCHOOL PUBLISHING CO.** Please send your complete catalogue of selected teaching aids. Also mail with this a free sample of your Hectograph material.

338

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **THE UNITED STATES BEET SUGAR ASSN.** Please send me a set of your free teaching unit on BEET SUGAR.

4

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **THE PLAYHOUSE.** Please send literature on the Toy . . . colorful, huge life-size PLAY UNITS . . . light-weight panels, for building drama sets, social studies background structures, etc. described on Page 15.

411

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **DELKOTE, INCORPORATED.** Please send me a copy of "How to Cut Book Costs"—an illustrated book maintenance technique booklet describing methods of using liquid plastic BOOK-SAVER.

402

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **McCORMICK-MATHERS PUBLISHING CO.** Please send me, without cost, your descriptive Price Catalog No. 53.

108

Name .... Grade & Position ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **INTERNATIONAL CELLUCOTTON PRODUCTS CO., Educ. Dept. I-92-K.** Please send me the set of 12 patterns for Kleenex tissue box covers. Also include order blank so that I may request extra patterns for individual girls.

358

Name .... Grade ....
Street or R.D. ....
City .... Zone .... State 9-52

probably an experienced teacher and can quickly tell you. Talk with her at the very beginning of the year.

This brings up the problem of getting along with your fellow workers. Aside from the question of loyalty to the members of your profession and to your superiors, you will be much happier if you are on friendly terms with the entire personnel. If you are unfortunate enough to be in a school where there are factions, don't carry tales. I'm not betraying any confidence of the profession when I intimate that there may be factions. If you investigate any large organization or group of workers, you would find it is probably divided into smaller groups of homogeneous personalities. However, don't think that all schools are governed by cliques. That is the exception rather than the rule.

It is a human characteristic to be somewhat in awe of our supervisors. Frequently, an exceptionally fine teacher "freezes" whenever a superior enters her classroom. If you "freeze" in the presence of any superior, ask for an appointment and have a frank talk with the person. You'll find it a good way to overcome this feeling.

So far, you have been exposed to theory in education, with very little practice. The theories will work under ideal conditions, but your chances of teaching under such conditions are slight. You may be hampered by overcrowded rooms or lack of equipment, or both.

Here again, the teacher with experience can help you. She too once graduated from college and started out trying to put theories into practice. Through experience she has learned which theories are applicable in the classroom and which to modify so they will be practical. Be slow to label your fellow workers "old-fashioned" or "unprogressive" if they are not using all the theories you have just been taught.

Don't let others discourage you from trying your theories, if you are so inclined. You may be just the person to make them work. However, to begin with, observe the successful teacher and adopt or adapt her techniques when they apply to your problems.

This may be your first year in *teaching*, but you will be *learning* too. Though short on experience, you may have something to give teachers who are long on service—you who are fresh from the training course with new ideas, theories, and methods.

But, don't *push* your ideas—you might "go under" with them.

Improving Oral Communication

Ann Dubbe

Supervisor, Second Grade, Laboratory School, Wisconsin State College, River Falls, Wisconsin

IT WAS during one of the times when the second-graders of the Laboratory School at Wisconsin State College, River Falls, were sharing experiences that some of the children were ruffled by the lack of sound group dynamics. Serious seven-year-old Bobby put it this way: "Miss Jones, Jimmy never got a chance to say nothing and Mary and Roger didn't either. I think everybody should get a chance. Don't you?"

Other irritabilities voiced by the group included remarks such as: "I couldn't hear Kay. She ought to talk louder." "Sometimes nobody says anything. Somebody ought to say something." "I think Danny should listen better. He just keeps poking me."

It was then and there that the teacher and the children began to make plans for a course of action that would improve skill in expression and thus make oral communication more effective. While the boys and girls expressed the following suggestions for class improvement, Miss Jones proceeded to manuscript them on the blackboard while the children watched.

1. Talk so that everyone in the group can hear you.
2. Talk when no one else is talking.
3. Give everyone a chance to talk.
4. Don't talk too long.
5. Be a good listener.
6. Stick to the point of conversation.
7. Talk about things that are interesting.
8. Keep the conversation going. (One of the children suggested that we change this to: Keep the ball rolling.)

Now that definite standards were set up, daily opportunities were provided for talking and listening. Circular seating helped to promote free and easy expression as well as to provide good eye contact.

Topics for conversation pertained to personal and group experiences. The children particularly enjoyed showing some of their possessions and telling about them. Having an object to show was also helpful in getting some of the shy children to participate.

During several of the conversation periods, tape recordings were made and later played back to the children. Not only did the recorder prove to be an excellent motivator in securing 100 per cent group participation (the children were thrilled to hear their own voices), but it also helped furnish a means of making objective evaluations in the light of standards previously developed. By comparing recordings made at the beginning and at the end of the month of concentrated oral-language activity, the teacher and pupils agreed that both range and efficiency of communication were increased.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use the following address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **INTERNATIONAL CELLUCOTTON PRODUCTS CO., Educ. Dept. I-92.** Please send ☐ details on your film "The Story of Menstruation." Also send .... copies YOU'RE A YOUNG LADY NOW for girls 9-12 years; .... copies VERY PERSONALLY YOURS for older girls. ☐ physiology chart, ☐ teaching guide. 38

Name .... Grade ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **WHEAT FLOUR INSTITUTE.** Please send free the Wheat Flour Institute's latest TEACHING MATERIALS CATALOG. 280

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **ANN MARIE'S WORKSHOP, Dept. G-10.** Please send me one complete project so that I may become acquainted with TEACHER-PLANS art and activity service for lower grade school teachers. 106

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **BRISTOL-MYERS PRODUCTS DIVISION, Educational Service Dept. IN 9-52.** Please send me FREE: IPANA'S "WORKING TOGETHER FOR BETTER DENTAL HEALTH," Graded Teaching Unit. Includes: Teacher's Manual, Toothbrushing Model, Wall Chart, Daily Care Score Sheet, Seatwork Folders. 1

Name .... School ....
School Address .... City .... Zone ..... State ....
Grade .... Enrollment in one class .... No. of Classrooms 9-52

FREE **BITUMINOUS COAL INSTITUTE.** Please send "Class Report," a new 16-page booklet especially designed as basis for a class unit in Intermediate grades—illustrated in color. Specimen copy and list of other free teaching aids will be sent on receipt of filled-in coupon. 160

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **AIR FRANCE.** Please send me information regarding Air France flights to Europe and all the world. 422

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **AMERICAN CAN CO.** Please send me a copy of the series of advertisements entitled "The Story of Food." (Available only to teachers.) 58

Name .... School & Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **SQUARE DANCE ASSOCIATES.** I want to learn more about the square dance records with progressive oral instructions and calls by Ed Durlacher. Please send me information about this new simplified system to teach square dancing. 423

Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **CHAMPION PUBLISHING DIVISION.** Send me FREE big 3 in 1 catalog of Champion Workbooks. 107

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

READING WILLINGNESS

John E. Pattist

Primary Teacher, Niagara Street School,
Niagara Falls, New York

READING-READINESS tests show whether a child is *ready* to read biologically but these tests do not show whether a child is *willing* to read. A critical test of the reading-readiness program is to see whether it develops a child's willingness to read. Have you heard your pupils say, "Do we have to do this thing again?" Is your program destroying the child's eagerness and willingness to read? Developing *reading willingness* is an important factor in your success.

Now, you are probably wondering how to create and maintain reading willingness. Here are my suggestions.

First of all, have very short periods devoted to reading. Fifteen minutes may be plenty, but it will depend upon the sustained interest of the children. Divide the time so there will be individual as well as group participation. Divide the participation activities so that one group will be investigating one thing while the other children pursue a different phase. Child interest is a primary motive, if you desire a successful activity.

I advise collecting a variety of pictures from magazine covers, calendars, post cards, flower and vegetable catalogues, and storybooks. The children will enjoy bringing these pictures from home, including special subjects like their favorite pets or foods. You may have pictures with special child interest, for example, last summer's trip or a hobby.

You may wish to duplicate special sheets which develop a phase or topic in science or social living. However, these sheets are only good for this year's class. Next year's group may have different interests. Besides, you might have better ideas for presenting the material!

Move the children around into groups which fit their interests. In such a group the child who is more advanced in the reading-readiness program can help a friend or admirer make progress, especially if the children in each group are congenial.

Correlate your entire readiness program with each classroom activity. One of the reasons why children become bored, uninterested, and unwilling to learn to read is that reading lessons are introduced daily at some set time.

Help these children have real life experiences. When they are particularly interested in something, plan a trip with them to see it and enlarge their experiences thereby. Invite people to your classroom who have had experiences which will appeal to their interest of the moment. To create further willingness to read, the children may wish to demonstrate their interests or experiences by making models, or drawings, or painting their impressions, or engaging in creative dramatics. Such activity should be pupil inspired.

Courtesy, Public Schools, Madison, Wisconsin

Reading willingness is indicated by the attention these children are giving to their classmate who is helping them learn new sounds.

Use as many concrete materials as possible. Children like things which they can feel and touch. In developing visual acuity take advantage of materials on the market.

While learning how to handle books, let the children set their own rules with your guidance. There are several rhythmic games which develop left-to-rightness. Different types of rhythms, dances, and finger plays also develop book-handling skills.

Another way to foster reading willingness is to display pictures, books, and science exhibits around the room in such a way that the children's curiosity will be aroused. As a child asks about one or more, help him find material to read which will increase his knowledge about the subject.

By incorporating some or all (as the need may be) of these suggestions into your reading-readiness program, it will be possible to have every child *willing* to read as well as biologically ready for reading.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use the following address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **MYSTIK ADHESIVE PRODUCTS, Box 10.** Please send me FREE colorful classroom suggestions for using MYSTIK TAPE (reprinted from center pages of October 1951 issue of THE INSTRUCTOR.)

388

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **THE GEORGE F. CRAM CO.** Please send me Cram's Classroom Classics - Volume 5, No. 2 "Teaching in a Divided World," by J. Hartt Walsh, Ph.D., Dean, College of Education, Butler University.

124

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **GEL-STEN SUPPLY CO., INC.** Please send free samples and material describing complete line of ☐ spirit workbooks, ☐ hectograph workbooks, ☐ hectograph duplicating supplies.

146

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **THE JOHN C. WINSTON COMPANY.** Please send me illustrated material describing Winston's EASY GROWTH IN READING Program.

357

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **ENCYCLOPAEDIA BRITANNICA FILMS.** My school has: ☐ 16 mm projection equipment; ☐ uses classroom films; ☐ uses filmstrips. ☐ Please send me your latest catalog listing more than 500 educational sound films.

68

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **CONTINENTAL BAKING CO., INC. Home Economics Dept.** Please send me your sample Teaching Kit on Enriched Bread. (WONDER BREAD is ☐ is not ☐ sold in grocery stores in this city.)

424

Name .... Title ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **DITTO, INC.** Please send me: ☐ Information about the new DITTO D-10 Direct Process Duplicator; ☐ Catalog of your 65 new Workbooks for reproduction on gelatin and direct (liquid) process machines.

15

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **PROCTER & GAMBLE, Educational Dept. X.** I am interested in the Ivory Inspection Patrol, as described in your advertisement—colored 20" by 26" Wall Chart and Individual Inspection Patrol Sheets. Kindly send me sufficient material for .... students.

92

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **GILBERTON CO., INC.** Please send me a teacher's brochure covering the Classics Illustrated Series.

63

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

NEW
FOR
YOU
!
A DEPARTMENT DEVOTED TO NEW PRODUCTS FOR You AND THE Classroom

Tread-Sure, a plastic floor coating, prevents accidents. Clean surface thoroughly; apply Tread-Sure with a clean, short-bristle paintbrush, and allow to dry. The A. C. Horn Co., Inc., 10th St. and 44th Ave., Long Island City 1, N.Y., will fill your requests.

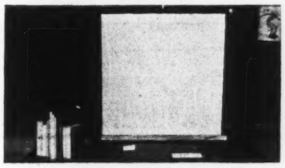
What more can you ask for in a marking unit? inquire the manufacturers of "Magic Marker." You can write on porous or nonporous materials with excellent results. Inquire at the stationery store or Speedry Products, Inc., 19 Rector Street, New York 6, N.Y.

So you're secretary of the P.T.A. and have a limited budget—or you are continually sending out post-card notices for some other reason. You could use a "Gem Post Card Duplicator." For less than $10, you get among several items the duplicator, several stencils, ink, stylus, pen, correction varnish, instructions, and a sixty-page booklet of suggestions for layout, copy, and art work.

To help you become further acquainted with their product, the Bond Equipment Co., 6633 Enright, St. Louis 5, Mo., suggests you take advantage of their 10-day free trial of the "Gem" duplicator. If you're not satisfied you may return it without purchasing.

Good news for teachers and mothers of kindergarten and primary children! The American Art Clay Co., of Indianapolis, Indiana, and Toronto, Canada, have a new water-soluble Amaco Wash-Off Crayon. Crayon drawings can be brushed with water to make a water-color picture. Crayons crushed on rugs or furniture can be easily removed. Reasonably priced, these nontoxic crayons come in boxes of eight and sixteen.

For your older "artists," we suggest the Stabilo water-color pencil. Leads of uniform density, durability, and intense colors insure excellent results. Superb for delicate water-color execution, they may be used for "better" water coloring. The Stabilo pencils, arranged in a convenient box of 24, are sold by the Swan Pencil Co., Inc., 221 Fourth Ave., New York City. You might also inquire about the other pencils in the Swan line.



The Sto-A-Way Projection Screen carries easily, and can be set up or hung conveniently. The mat-white surface boasts durability and quality.

For approximately twelve dollars, this is a worth-while addition to your classroom visual equipment. Contact Commercial Picture Equipment, Inc., 1567 W. Homer St., Chicago 22, Ill.

Whether it's woodworking, building a block house, or painting with tempera, you'll find the "Creative Playthings" catalogue a fine toy source.

For personal or class gifts, write Creative Playthings, Inc., 867 Madison Ave., New York 21, N.Y., enclosing $.25 for the catalogue. Ask for the address of the sales office nearest you.

Delkote, Inc., Faulk Road, Wilmington 99, Del., has developed "Bookote," a plastic spray material that will prolong book-cover freshness. One can protects approximately 50 average-sized books from dirt, grease, ink, moisture, and wear. "Bookote" is also available in brushable consistency for reference-volume application.

Confidence comes with preparedness, and keeping a plan book is a good idea whether you are required to do so or not. The Downs Printing Co., Inc., 149 East Sixtieth St., New York, N.Y., is presenting a new "Daily Plan Book." The spiral-bound book provides space for a year's plans and appointments, for less than $1.00.

The Judy Company, 310 North Second Street, Minneapolis 1, Minn., is back after the fire of a year ago. Right now they're talking about an item for primary and ungraded classes—Judy's Tu-Build, a piece of permanent play equipment. With lightweight metal rods, the framework for a house, post office, grocery, and so on, can be made.

If you're a kindergarten or art teacher you'll be interested to hear of the woodlike laminate desk tops. Stainproof, glareproof, and germproof, these plastic desk tops are easily cleaned with a damp cloth. The new plastic surface, which resembles fine-grained wood, is placed directly over the original top. All your superintendent needs to do is see that the desk tops are detached and forwarded to Desk Tops, Inc., Cleveland, Ohio. Resurfacing takes about 10 days; shipping charges are absorbed by the company. Desk Tops, Inc., are also ready to build kindergarten, cafeteria, science, and art tables to your specifications.

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use the following address: THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.

FREE **BRITISH AND IRISH RAILWAYS.** Please send free illustrated folders, maps and other material, with details of special tickets available for American visitors to Britain.

188

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **THE AMERICAN MUSEUM OF NATURAL HISTORY.** Please send ☐ Motion Picture Film Catalog; ☐ Color Slide (2x2) Catalogue; ☐ Standard Slide (3¼x4) Catalog.

425

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **NATIONAL SCIENCE TEACHERS ASSN.** Please send one sample packet of aids for teaching elementary school science. Representative of membership services to schools having NSTA subscription.

426

Name of School and Address ....
Attention of .... Position ....
City .... Zone .... State 9-52

FREE **PERSONAL PRODUCTS CORPORATION, Box 5264-9.** Please send me the following material free of charge: ☐ Modess Educational Portfolio; .... copies of "Growing Up and Liking It."

363

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **LINCOLN LOGS.** Please send me a copy of your beautifully illustrated, 2-color book on Log Cabins and Early American Forts.

389

Name ....
Street or R.D. ....
City .... Zone .... State 9-52

FREE **FRANK H. FLEER CORPORATION.** Please send information on your American Pictorial History offer. (See ad on Page 72.)

273

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **THE STRATHMORE COMPANY.** Please send me your 4-color Catalog of Educational Toys and Magic Slates for school use.

282

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

10¢ **THE CABLE COMPANY.** Please send me a sample copy of "101 Best Songs." ☐ I enclose 10c to cover postage and packing.

37

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

$1.25 **CLARK ART SERVICE.** Please send me your big OPENING DAY PACKET OF SEPTEMBER and OCTOBER Creative Idea Plans for Teaching Art in Kindergarten and Primary Grades. (See Page 10.) I enclose $1.25.

242

Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FIRST CLASS MAIL

8-PM
1952
3 CENTS 3

Dear Miss Owen,
It was wonderful to see you poke fun at yourself in the June issue [Announcement, first page]. The *Instructor* is really good. If it weren't, you couldn't afford to do it.
Marlo Wright, *Louisiana*

. . . . . . I liked the picture of Mr. Conklin the best. Every time I send in a travel manuscript I have visions of his being flooded with manuscripts. I judged a contest once where I had twenty entries to read. What must it be like when you have hundreds of them?
Joyce Purcell, *Oklahoma*

The announcement of the *Instructor* plans for the coming school year was fun, but you should have labeled the people. We're not quite sure we got them all straight. . . . .
Alice Williston, *Texas*

Many of our teacher contributors also commented on our announcement in the June issue. Going around the circle counterclockwise, starting with the black notebook, are Margaret Mason, Mary Owen, Rosemary Sahrle, Betty Noon, Ruth Birdsall, Bill Conklin, Louise Englehardt, Marian Owen, and Betty Noble.

★

Dear Miss Owen,
Congratulations on your story, "Hugging a Snake," in the June issue [p. 26]. I read it to my grade, previous to our taking a trip to the zoo. They did not believe it— at least they were incredulous. We went to the snake house and inquired whether or not the story was true. The keeper was amused at our interest but stated that the facts were exactly as reported.
Phyllis Haney, *Illinois*

We checked the facts, too. (We can't help feeling that knowledge-hungry children are more interesting than sleepy snakes.)

★

Dear Miss Owen,
The circus handwork in the June *Instructor* was delightful. The paper-plate clown masks [p. 39] were particularly interesting. We had as many different masks as we did children. The masks will be a wonderful Halloween project, too.
Richard Leeming, *Washington*

Several other teachers wrote us concerning the circus handwork. With "The Greatest Show on Earth" touring the country, interest in circuses is running high. If you did not make use of the material in June, you may want to in September. It is equally suitable for either month.

★

Dear Miss Owen,
The coming election brings to light the difficult position of school teachers. I am from New England, but I am living in a Southern town where my husband is working. It is practically a crime to be a Republican here. I dread the beginning of the fall term, for even in June the children were asking me about my party affiliations. It must be worse for high-school teachers of history and political science.
Name withheld on request.

This is indeed a sorry situation, but there may be some sections of New England where it may be equally wrong to be a Democrat. We hope that the hostile attitude of the community will be met by this teacher with firmness, but also with tact and charm. As a teacher, you are not crusading for a political cause—you do this only as an individual. But, it is your place to demonstrate the privilege and responsibility of individual citizens to think and act as they believe correct.

★

Dear Miss Owen,
Have you ridden on the New Jersey Turnpike? It has it all over the Pennsylvania Turnpike.
Eleanor Fleer, *New Jersey*

. . . . . I traveled on the Pennsylvania Turnpike this summer, from Philadelphia to Pittsburgh. The beginning section deserves the wonderful boost you gave it [June '52, p. 16], but the center section of the road has certainly been allowed to get in bad repair. When you are paying to ride, it would seem as if the road ought to be kept up.
Louise Partridge, *Maryland*

The Pennsylvania Turnpike was chosen to represent all such roads because it was the first of its kind. Basically it is a fine road but some of it is in bad repair. Betty Noon, an ex-Pennsylvanian, traveled on it this past summer, too, and ended up writing a letter of protest.

★

Dear Miss Owen,
When I turned the pages of the June 1952 issue of the *Instructor*, a drawing on page 20 seemed familiar. Sure enough, it was the little octagonal schoolhouse at Diamond Rock—"eight-cornered school" we children used to call it. I saw the schoolhouse last summer, many years after I moved from the vicinity of the Chester Valley. I was glad to see that it had been restored and was being used as a library.

I wonder if the Mrs. Stoddard who tells a fine story is real or fictitious—also where the farm on which she had lived is located.

I expected to retire last year but was asked to return to help meet a serious emergency. This June my retirement actually begins and I plan to make my home in West Chester, a dear old Quaker town in Chester County. Going back thrills me because I have never forgotten the places that seemed like shrines to me in my youth. Perhaps you understand how I feel about this story.
Caroline H. Ridgway, *Tennessee*

We have already answered Miss Ridgway, but in case you're interested, Mrs. Stoddard is not a real person. She in purely fictional. The farm on which the family lived, however, was a definite one and it is a known fact that Chester Valley produced its largest crop in many years during the summer described.

★

Dear Miss Owen,
How about more serial stories in the 1952-53 issues? Children love them and can hardly wait for the next issue.
Maxine Roberts, *Kansas*

Do the rest of you readers agree? Send us your thoughts on a two-cent post card. If you want them, you'll have them!

Helpful Teaching Materials for You

MAIL TODAY

FILL IN COMPLETELY the coupons for the items you want. Be sure to clip out the *entire column* of coupons in one piece and mail in an envelope, together with any required remittance. You may send other coupon columns, clipped from this issue, in the same envelope. Use the following address: **THE INSTRUCTOR COUPON SERVICE, Dansville, N.Y.**

25¢ **SCHOOL SERVICE CO.** Please send me your new booklet, "TOOLS OF TEACHING," a graded, illustrated catalog of Hectograph and Spirit (Direct Process) Workbooks, Posters, Music, Games and other Teaching Aids. I enclose 25c to cover handling.
144
Name ....
Street or R.D. ....
City .... Zone .... State 9-52

10¢ **PACK-O-FUN.** Please send me sample copy of Pack-O-Fun—Handcraft Activities for Teachers and Pupils, described on Page 8. I enclose 10c to cover postage and handling.
427
Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

25¢ **JUNIOR ARTS & ACTIVITIES.** Please send sample copy of Junior Arts & Activities. Enclosed is 25c to cover postage and handling.
23
Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

15¢ **THE KING COMPANY.** Send Fall 1952 Price List and descriptive matter on Primary Teaching Aids for Reading, Phonics and Arithmetic. ☐ For 15c enclosed (to cover mailing costs) please include sample units on language and art, also library book lists.
246
Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

$2. **BETTER HOMES & GARDENS, Book Dept.** Please send me, for free ten-day inspection, the Better Homes & Gardens Story Book—regular price $2.95. I understand that I can keep the book at special teachers' price of $2.00. (Offer good only in U.S.)
382
Name ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **AMPRO CORPORATION.** Please send your new booklet on the 16 mm classroom projector which describes its use as a teaching tool.
428
Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

FREE **LIFE FILMSTRIPS.** Please send me complete descriptive information about: (1) LIFE's series of black-and-white 35 mm Filmstrips showing peoples and places important in the news today; (2) LIFE's exciting color Filmstrips on art, science, history.
374
Name .... Grade ....
Street or R.D. .... No. Pupils ....
City .... Zone .... State 9-52

25¢ **CHILD TRAINING ASSOCIATION, INC.** Please send sample copy of **Children's Activities** magazine, as described on Page 98. I enclose 25c to help pay postage and handling.
380
Name .... Grade ....
Street or R.D. .... School ....
City .... Zone .... State 9-52

FREE **KELLOGG COMPANY, Home Economics Services.** Please send me Kellogg's **Early bird Breakfast** Game with colorful wall poster, score folder for each pupil, prize buttons for pupils in winning team, and seal for each pupil with perfect score. There are .... children in my class. See Page 95.
125
Name .... School & Grade ....
School Address ....
City .... Zone .... State 9-52

Let LIFE Filmstrips give your students new understanding of many peoples and places!

Now—as your students sit right in their own classrooms—you can take them on a "visit" to South Africa, Korea, the Navajo Indians—*many* faraway peoples and places.

You can let them see *for themselves* . . . see and *understand* the problems that make these peoples and places important today.

You can do it with LIFE's outstanding black-and-white filmstrips. Prepared specially for teachers of social science, geography, art and culture, these 35mm strips bring you outstanding pictures from LIFE itself plus a wealth of material from LIFE's extensive files.

Each strip contains approximately 60 frames, carefully organized and accompanied by explanatory captions.

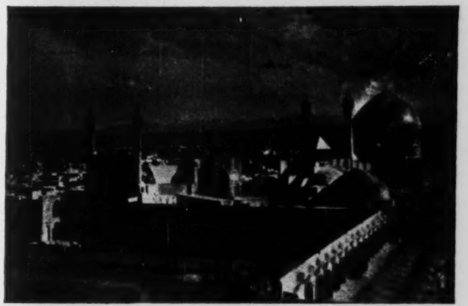
Series of 8 current-interest titles —available at a special discount

LIFE Filmstrips covering eight different, significant, high-interest subjects are ready for you now. (For list of titles, see coupon below.)

Bought individually, the price of the strips is $2.50. But LIFE is making the complete series of 8 available to you at the special price of only $15. A saving of $5.00—or 25%.

Take advantage of this offer. Give your *students* the advantage of learning through vivid, easy-to-understand pictures. Use the coupon below to order today!

From the LIFE Filmstrip *Korea*



From the LIFE Filmstrip *Iran*

From the LIFE Filmstrip *The Navajos*

From the LIFE Filmstrip *The New Indonesia*

Now being used by 3000 educators, coast to coast. Read how LIFE's Filmstrips help their classes!

"We enjoy your filmstrips so much that we thought it only right to tell you so. The film we like most is the 'Port of New York.' Of all the filmstrips we've viewed, yours are the most educationl and interesting."

—Ruth Helen Schleien, Student
Pershing J. H. S., Brooklyn, N. Y.

"Congratulations on the fine subjects. We agreed with judges that gave top rating to 'South Africa' but a bouquet should go to 'The Navajos' also."

—L. D. Miller, Film Librarian
Purdue University, Lafayette, Ind.

"The set is of exceptional value . . ."

—Genevieve Tinkess
Kirriemuir, Canada

"The strips I have received are excellent—and that is an understatement."

—Gertrude Van Allen, Teacher of Art
P.S. 405, New York City, N. Y.

"Magnificent . . . wish that you could see the wonderful opportunity afforded to us by filmstrips in the teaching of deaf children."

—Mary B. Evans, Principal
Penn. State Oral School for the Deaf
Scranton, Pa.

"Your filmstrip on Israel is a fine piece of workmanship. The students enjoyed it . . ."

—John Moen,
Roscoe School, Dickey, N. D.

Discover LIFE's color filmstrips, too!

Subjects of particular interest to classes in history, art, literature, science. Each strip accompanied by detailed lecture notes.

Peking: The Forbidden City
Athens
Ancient Egypt
***Heritage of the Maya**
Giotto's Life of Christ
Emerson's New England
Michelangelo: The Sistine Chapel
***The Middle Ages**
The Age of Exploration
The Atom
***18th Century England**
Renaissance Venice
France in the Eighteenth Century
The American Revolution

Available individually at $6 each

*Winners of *Scholastic Teacher* awards for excellence.

For full description, use coupon

LIFE

FILMSTRIPS

LIFE FILMSTRIPS, 9 Rockefeller Plaza, New York 20, N. Y. (I-92)

________Please send me all 8 of the black-and-white filmstrips listed below—at the special series-price of $15.00.

________Please send me the filmstrips I have checked at the price of $2.50 each.

________**South Africa** ________**Korea** ________**The Navajos**

________**Port of New York** ________**The New Indonesia** ________**Israel**

________**Yugoslavia** ________**Iran**

________Please send me further information on LIFE's color and black-and-white filmstrips.

________Please bill me. ________Enclosed is check for $________.

Name________________________
(PLEASE PRINT)

Title________________________

School or Group________________________

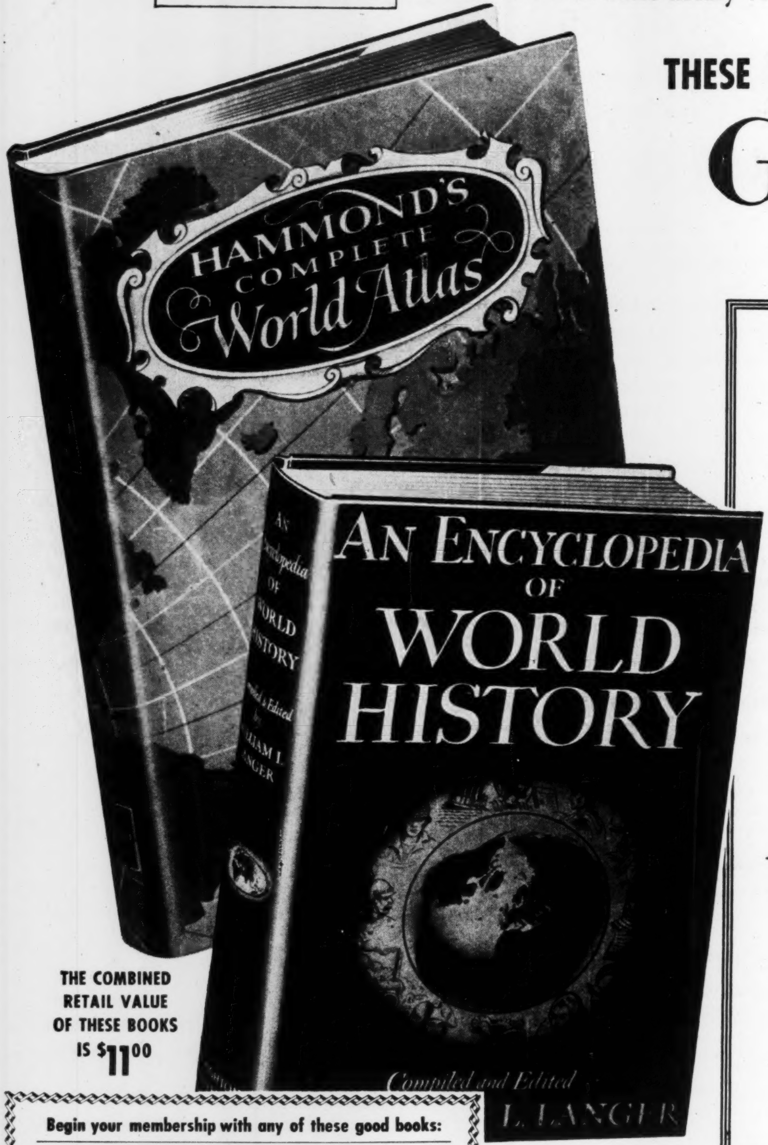
City____________**Zone**____________**State**____________

TO DEMONSTRATE the kind of worth-while library volumes members regularly receive, FREE...

THESE TWO INVALUABLE REFERENCE BOOKS

Given to you

IF YOU JOIN THE BOOK-OF-THE-MONTH CLUB NOW AND BUY AS FEW AS FOUR SELECTIONS A YEAR



THE COMBINED RETAIL VALUE OF THESE BOOKS IS $11^00

HAMMOND'S COMPLETE World Atlas

216 PAGES OF FOUR-COLOR MAPS • 160 PAGES OF TEXT AND CHARTS • ACTUAL SIZE 6½"x 9¾"

A BRAND-NEW atlas containing detailed maps of each state of the United States, individual countries of all continents, illustrated gazetteers, world statistics, etc. Makes the news more understandable; invaluable for children in schools; handy size... always convenient to use.

and

AN ENCYCLOPEDIA OF World History

1270 PAGES • 60 PAGES OF MAPS

COVERS all of recorded history, from ancient times down to 1946 and World War II. Invaluable whenever you want to know the exact historical background of what you are reading, whether it is a book of fiction or non-fiction, a magazine or a newspaper article.

Begin your membership with any of these good books:

AS MY FIRST PURCHASE PLEASE SEND ME:

- ☐ WITNESS by Whittaker Chambers *Price (to members only)* $4.50
- ☐ THE CAINE MUTINY by Herman Wouk $3.95
- ☐ THE CRUEL SEA by Nicholas Monsarrat *Price (to members only)* $3.65
- ☐ THE SEA AROUND US by Rachel L. Carson $3.50
- Double Selection: ☐ LIEUTENANT HORNBLOWER by C. S. Forester *and* DUVEEN by S. N. Behrman *Combined price (to members only)* $3.95
- ☐ GODS, GRAVES AND SCHOLARS by C. W. Ceram *Price (to members only)* $5.00

BOOK-OF-THE-MONTH CLUB, Inc. A439
345 Hudson Street, New York 14, N. Y.

Please enroll me as a member of the Book-of-the-Month Club.* I am to receive, free, HAMMOND'S COMPLETE WORLD ATLAS and AN ENCYCLOPEDIA OF WORLD HISTORY. These will be sent with my first purchase indicated above. Thereafter for every two monthly selections—or Special Members' Editions—I purchase from the Club, I am to receive, free, the current Book-Dividend† then being distributed. I agree to purchase at least four monthly selections—or Special Members' Editions—from the Club during the first year I am a member and thereafter, in order to maintain membership, I need buy only four such books in any twelve-month period. I may cancel my membership any time after purchasing four selections—or Special Members' Editions—from the Club.

Name...
(Please Print Plainly)

Address...

City.................... Postal Zone No. (if any) ...*State*.......

Book prices are slightly higher in Canada, but the Club ships to Canadian members, without any extra charge for duty, through Book-of-the-Month Club (Canada), Ltd.

**Trade-Mark Reg. U. S. Pat. Off. and in Canada. †Trade-Mark Reg. U. S. Pat. Off.*

As a member **YOU MAY BUY AS FEW AS FOUR BOOKS A YEAR...**

YOU BUY ONLY SELECTIONS YOU INTEND TO BUY ANYWAY... YOU USUALLY PAY LESS FOR THEM

...YOU SHARE IN MILLIONS OF DOLLARS' WORTH OF BOOK-DIVIDENDS

YOUR CHOICE IS WIDE: In addition to the monthly selections, the Club makes available Special Members' Editions of widely discussed books. *Thus your choice is wide, at least 100 books a year.* Whenever you think the selection is a book you would *not* enjoy, you send back a form (always provided) specifying some other book you may want. Or you may simply say: "Send me nothing."

WHAT YOU PAY... AND HOW: You simply pay *the special members' price* for each selection you buy, which is usually lower than the regular retail price. A bill is mailed with each book you indicate you want. (A small charge is added to cover postage and mailing expenses.)

BOOK-DIVIDEND PLAN... WHAT IT IS: After your first purchase, with every second book you buy—from among the Club selections and Special Editions—you receive a Book-Dividend. This member-profit-sharing is similar to what happens in any consumer co-operative. A fixed percentage of what each member pays is invested in enormous editions of other books, and these are the Book-Dividends you receive as a member. *An average of two million dollars' worth of free books (retail value) during every two-month period is now distributed among members.*

GOOD SENSE FOR READING FAMILIES: *Why not buy from the Club the monthly selections you would buy anyway?* You will usually pay less for them and you will share in the Club's Book-Dividends. And, not least, you will actually get and read particular new books, which you are anxious not to miss.